



# MISSOURI'S EDUCATOR EVALUATION SYSTEM



[www.dese.mo.gov](http://www.dese.mo.gov)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).



## Table of Contents

Executive Summary

Missouri Theory of Action

Statutory Authority

Essential Principles of Effective Evaluation

Professional Frames of the Educator and Data Sources

Teacher Evaluation

Protocol

Professional Frames of the Teacher

Growth Guides

Professional Frames and Indicators

Possible Sources of Evidence

Principal Evaluation

Protocol

Professional Frames of the Principal

Growth Guides

Professional Frames and Indicators

Possible Sources of Evidence

Superintendent Evaluation

Evaluation Tool

Professional Frames of the Superintendent

Growth Guides

Professional Frames and Indicators

Possible Sources of Evidence

Suggested Timeline

Summative Report

Job Description

Policy Responsibility

Statutory Responsibility

Companion Documents

Professional Growth Plan

Sample Faculty/Staff Survey

Sample Parent Survey (for school/district)

Sample Parent Survey (for teacher)

Sample Student Survey (for teacher)

Research and Proven Practices

Links to Research and Proven Practices

Balanced Leadership Research

John Hattie Research

Robert Marzano Research

Ethics Statements

MAESP

MASA

MASSP

MNEA

MSTA

Bibliography



# Executive Summary

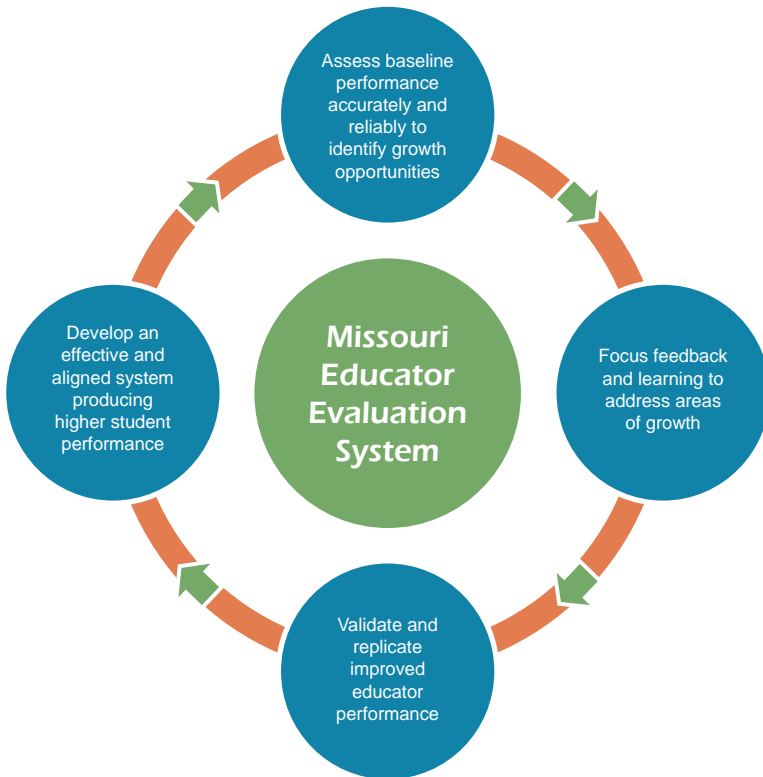
MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Executive Summary

A substantial body of research establishes the teacher as the most significant factor in a student's learning, followed next by effective leadership. Improving students' learning requires the improvement of effective practice of those teaching in classrooms and providing leadership in schools. As such, Missouri's Educator Evaluation System focuses on the formative development of teachers and leaders.

### Theory of Action: Increase Student Performance



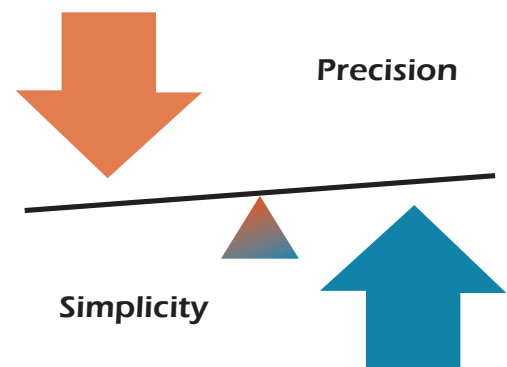
The Theory of Action for Missouri's Educator Evaluation System, developed by hundreds of educators across the state, is founded on the belief that improving educator practice improves student performance.

- The evaluation system provides accurate, reliable data identifying growth opportunities in educator performance, allowing focused feedback and learning to be applied, which generates growth.
- Focused feedback and learning address specific growth opportunities, and improved educator performance is validated and replicated.
- Improved educator performance is validated and replicated, and an aligned and effective system produces improved student performance.

### Getting it Right: Two Key Outcomes

Accomplishing Missouri's Theory of Action requires two important outcomes. First, effective evaluation must address improvement throughout the career of all educators at all levels of the system. Second, it must offer a level of precision capable of guiding improvement and still remain manageable.

- **Outcome 1**  
The Educator Evaluation System must be systemic to address the improvement of effective practice of all educators – from preparation through retirement and from the boardroom to the classroom.
- **Outcome 2**  
The Educator Evaluation System must be precise to ensure the accurate identification of areas of strength and opportunities to improve and at the same time be manageable.



As a systemic process, the Educator Evaluation System employs a developmental sequence defining a professional continuum that articulates how the knowledge and skills of educators mature and strengthen. The professional continuum identifies expectations of performance at the candidate level (pre-service) and at four levels of performance for the teacher and leader and superintendent.

### The Professional Continuum of the Missouri Teacher

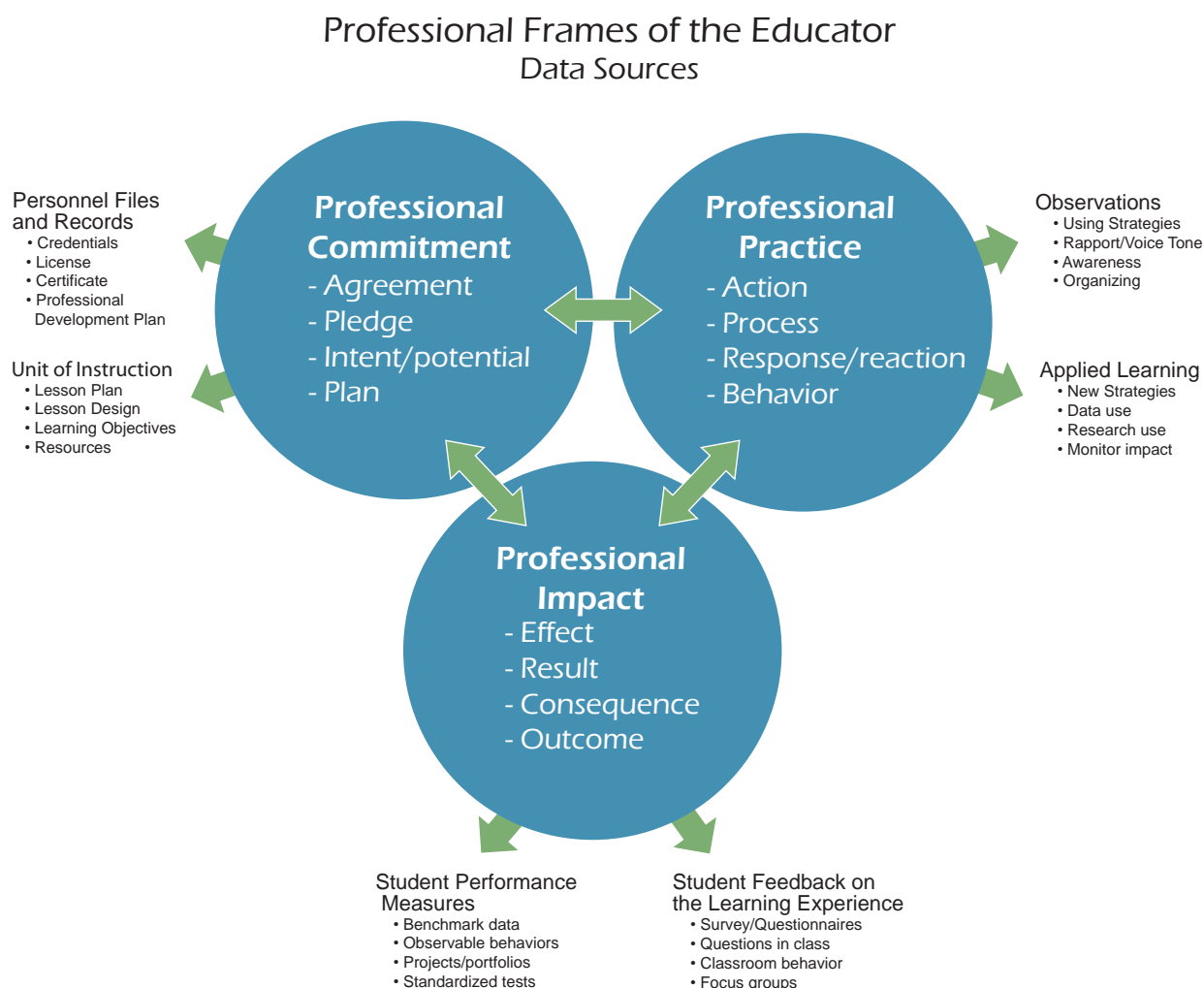
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
This level describes the performance expected of a potential teacher preparing to enter the profession and who is enrolled in an approved educator-preparation program at a college, university or state-approved alternate pathway. Content knowledge and teaching skills are developed through a progression of planned classroom and supervised clinical experiences.	This level describes the performance expected of new teachers as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in classrooms of their own.	This level describes the performance expected of teachers early in their assignment as the teaching, content, knowledge and skills that they possess continue to develop as they encounter new experiences and expectations in the classroom, school, district and community while advancing student growth and achievement.	This level describes the performance expected of career, professional teachers who continue to advance their knowledge and skills while consistently advancing student growth and achievement.	This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The distinguished teacher serves as a leader in the school, district and profession.



## Professional Frames of the Educator

The Teacher, Leader and Superintendent Standards and quality indicators draw evidence from three professional frames at each level of the Professional Continuum. This reflects the research base on educator development as well as feedback from Missouri educators on how to make the standards meaningful to teachers and leaders.

The three frames are professional commitment, professional practice and professional impact. These frames, which together constitute a determination of educator effect, organize data sources to facilitate the improvement of effective practice of teachers and leaders.



Establishing a reliable determination of educator effect requires the use of multiple criteria. Research from the Measures of Effective Teaching (MET) Project confirms that a combination of measures has the greatest potential for a reliable assessment of performance. Data sources specific to each of the three professional frames provides a reliable process to establish current levels of practice, accurately promote and document growth, and determine overall educator effect.

## Growth Guides

The Educator Evaluation System uses Growth Guides to inform improvement in practice. Each Quality Indicator for teacher, leader and superintendent is articulated across a Growth Guide and evidenced by data sources from the three professional frames. This provides a valid assessment of status and clear direction for growth.

### Example: Teacher Growth Guide

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

New			Developing		Proficient		Distinguished
1N1) The new teacher...			1D1) The developing teacher also...		1P1) The proficient teacher also...		1S1) The distinguished teacher also...
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames							
Evidence of Commitment Is well prepared to guide students to a deeper understanding of content			Evidence of Commitment Stays current on new content and incorporates it into lessons		Evidence of Commitment Use of supplemental primary sources that are aligned to local standards		Evidence of Commitment Continually expands knowledge base on content and infuses into content
Evidence of Practice Instruction reflects mastery of content knowledge			Evidence of Practice Instruction indicates an appreciation of the complexity and ever evolving nature of the content		Evidence of Practice Instructional focus is on the most important concepts of the content and includes new content as appropriate		Evidence of Practice Continually seeks out new information and applies it to learning in their classroom
Evidence of Impact Students are generally familiar with academic language			Evidence of Impact Students are able to use academic language		Evidence of Impact Students accurately use academic language related to their discipline		Evidence of Impact Students communicate effectively using academic language from a variety of sources
Score = 0	1	2	3	4	5	6	7

Growth Guides articulate discrete, independent measureable elements of performance across the professional continuum for the nine Teacher Standards, six Leader Standards, and the seven Superintendent Standards. These measureable elements are described within 36 Quality Indicators for the teacher, 13 Quality Indicators for the leader, and 16 for superintendent.

As a part of the evaluation process, specific indicators are chosen to be assessed based on the priorities articulated in district and building improvement plans. The Growth Guides for those selected indicators provide a numerical rating that serves as both a baseline assessment and a final assessment. Targeted professional learning and regular feedback on performance between the two assessments impact the change that occurs in practice. The numerical ratings provide a measure of both status of performance and growth in performance.

## Essential Principles of Effective Evaluation

Contemporary research suggests seven essential principles when creating an effective evaluation system. These are the foundation on which Missouri's Educator Evaluation System has been created.

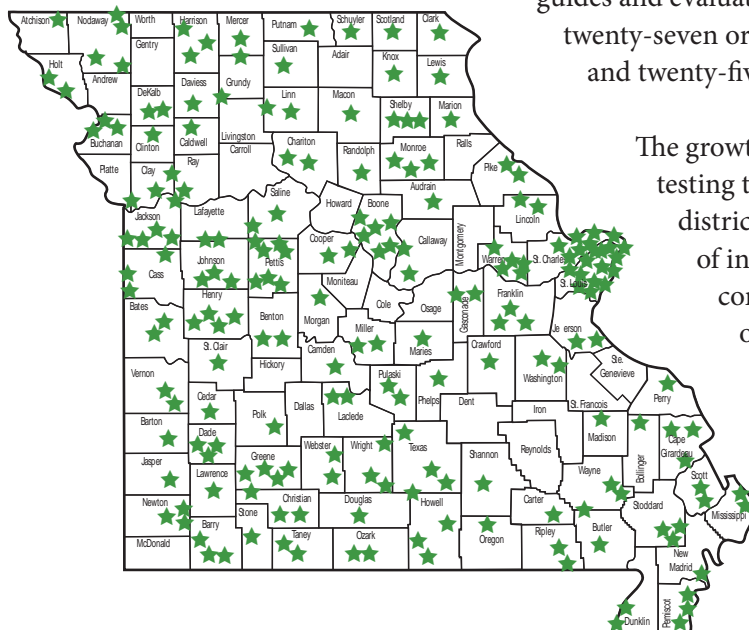
The system:

- Establishes clear expectations of performance based on the research of national standards and aligned to legislation (Missouri Senate Bill 291) directing districts to set teaching standards.
- Measures performance across differentiated levels from pre-service on through four levels at the practitioner level.
- Highlights the probationary period as a time of intensive support.
- Includes student performance measures to ensure the impact of student learning.
- Identifies feedback as a critical component for improving effective practice.
- Acknowledges evaluator training as a highly significant factor for reliably evaluating performance.
- Maintains that evaluation results drive employment decisions and policy.



## Feedback from the Field

The national research and experts guided the efforts of a large group of Missouri stakeholders responsible for the creation of the teacher, leader and superintendent standards, quality indicators, professional continuum, growth guides and evaluation protocols. This initial group included twenty-seven organization partners, thirty-two school districts and twenty-five educator preparation programs.



The growth guides have undergone preliminary field testing through partnerships with 174 pilot project districts throughout the state. The initial review of indicator language has resulted in more concise, reliable and valid language with a focus on discrete and measureable elements of performance. The field testing will continue in a full-scale pilot project through the school year 2012-2013.

The first version of the Educator Evaluation System was presented to the State Board of Education in June 2012, and the initial rollout of the system will take place at the Department of Elementary and Secondary Education's annual Cooperative Conference for School Administrators in July 2012. To learn more and to audit the effectiveness of their local system, school districts across the state will participate in regional training sessions in Fall 2012.



Based on further feedback through the 2012-2013 pilot project, the Educator Evaluation System will be further refined with a release of a second version in the summer of 2013.

## Conclusion

Improving students' learning requires the improvement of effective practice of those teaching in classrooms and providing leadership in schools. Missouri's Educator Evaluation System has been designed and created by many of the state's finest educators with a goal of improving effective practice to create environments where students can accelerate learning and experience academic success.



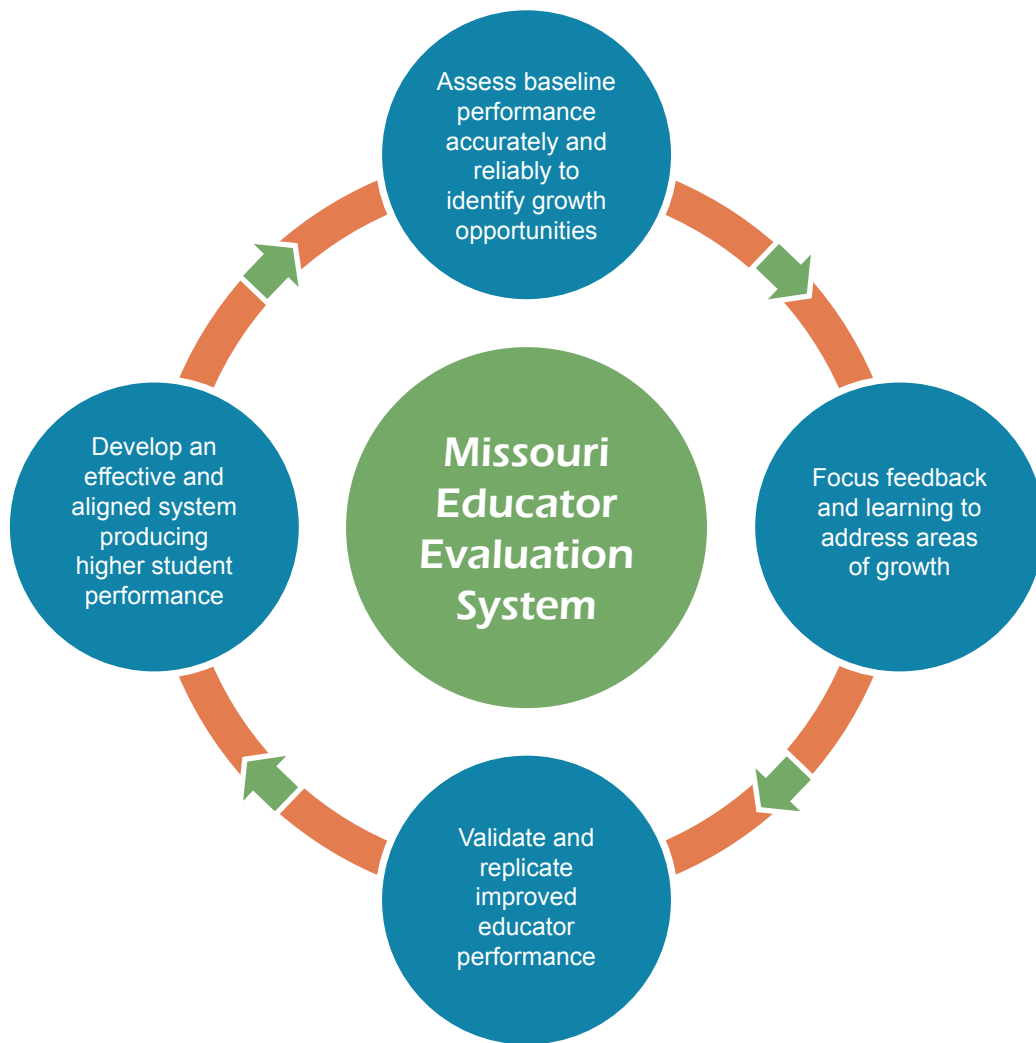
# Missouri Theory of Action

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Missouri Theory of Action

The Theory of Action was developed by hundreds of educators representing current practitioners teaching and leading in schools, educator preparation institutions, and every major education organization in the state. It is founded on the belief that improving educator practice improves student performance.



- *When* the evaluation system provides accurate, reliable data identifying growth opportunities in educator performance, *then* focused feedback and learning can be applied, which generates growth.
- *When* focused feedback and learning address specific growth opportunities, *then* improved educator performance can be validated and replicated.
- *When* improved educator performance is validated and replicated, *then* an aligned and effective system will produce improved student performance.



# Statutory Authority

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Statutory Authority: Teacher and Leader Evaluation

In 1983, the Missouri legislature adopted statute 168.128 RSMo directing the board of education of each school district to cause a “comprehensive performance-based evaluation for each teacher employed by the district” and the Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.” In 1985, the law also directed the Department to provide suggested procedures for administrator evaluation. These texts in their entirety follow:

Section 168.128. Teacher records, how maintained – evaluations, how performed and maintained. The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher’s personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p.2 75§1 68.114, A.L. 1983 H.B. 38 & 783)

Section 168.410. School administrators and school district superintendents shall be evaluated in the following manner:

- (1) The board of education of each school district shall cause a comprehensive performance-based evaluation for each administrator employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability.
- (2) All evaluations shall be maintained in the respective administrator’s personnel file at the office of the board of education of the school district. A copy of each evaluation shall be provided to the person being evaluated and to the appropriate administrator.
- (3) The state department of elementary and secondary education shall provide suggested procedures for the evaluations performed under this section.

(L. 1985 H.B. 463)

Preliminary model evaluation instruments were subsequently created and made available for district use. The first document providing suggested procedures and evaluation was made available to school districts in 1984. A second document, the Performance-Based Teacher Evaluation (PBTE), was released in 1999. The Performance-Based Principal Evaluation (PBPE) was released in 2003. By conventions of Missouri history, local boards of education evaluate superintendents, superintendents ensure the evaluation of all other administrators and principals ensure the evaluation of teachers. This document serves as a revision to both the PBTE and PBPE.

In June 2010, Missouri Senate Bill 291 was passed directing school districts to adopt teaching standards which were to include the following elements: “students actively participate and are successful in the learning process; various forms of assessment are used to monitor and manage student learning; the teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; the teacher uses professional communication and interaction with the school community; the teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; and the teacher acts as a responsible professional in the overall mission of the school.”

The Educator Evaluation System, approved by the State Board of Education in June 2012, includes standards aligned to Senate Bill 291.



# Essential Principles of Effective Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Essential Principles of Effective Evaluation

The growth and learning of children and the educators who teach and work with them can be observed and measured. In Missouri, educators, in partnership with students, parents and community, are accountable for improving student performance. Therefore, its schools measure educator effectiveness to improve student performance. An effective evaluation system includes the following research-based essential principles:

- Measures educator performance against research-based, proven practices associated with the improvement of student performance.
- Uses multiple ratings to differentiate levels of performance.
- Highlights a probationary period of adequate duration to ensure sufficient induction and socialization support for new teachers and leaders.
- Uses measures of growth in student learning as a significant part of the evaluation of professional practice at all levels and ensures that a proficient or distinguished rating cannot be received in educator performance if student growth is low.
- Provides ongoing, timely, deliberate and meaningful feedback on performance relative to research-based targets.
- Requires standardized, periodic training for evaluators to ensure reliability and accuracy.
- Utilizes the results and data to inform decisions regarding personnel, employment determinations and policy regarding employment.



## Essential Principle 1: Research-Based Practices

To ensure that student performance continually improves through the work of excellent teachers and leaders, an evaluation system must use measurement of clearly articulated, research-based and proven practices. It should include evidence linked to the impact of student performance. Clear language reduces subjectivity and provides direction for improvement. Practices must be aligned to Senate Bill 291 passed by the Missouri Legislature in June 2010, which directs school districts to adopt teaching standards that include:

- Students actively participate and are successful in the learning process.
- Various forms of assessment are used to monitor and manage student learning.
- The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
- The teacher uses professional communication and interaction with the school community.
- The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
- The teacher acts as a responsible professional in the overall mission of the school.

## Essential Principle 2: Differentiated Levels of Performance

Increasing effective practice requires opportunities for growth. Achieving growth, given the complexity of educator practice, will require clear statements of differentiated levels of performance across a professional continuum capable of determining growth and improvement. Each level should be precise enough to allow for discrete, independent, measureable elements that reliably describe current practice as well as a clear direction for growth. Levels must be characterized by level of performance as opposed to years of service and should move beyond sorting and classifying to ensuring opportunities for the improvement of effective practice.

## Essential Principle 3: Probationary Period for New Educators

Missouri law indicates that the first five years of teaching is a probationary period for new teachers. This time period provides for the accurate and appropriate accumulation of performance data on a new educator's practice. Mentoring for teachers is required for the first two years. Principals, special education directors and career education directors also receive two years of mentoring, and superintendents receive one year of mentoring. During the probationary period, intensive induction and socialization support, aligned to the state's teacher mentor standards, must be provided. This confidential and non-evaluative support is focused at a critical time when the greatest amount of support is required.

## Essential Principle 4: Use of Measures of Student Growth in Learning

Missouri educators have as their ultimate goal the improvement of student performance. As such, they are held accountable for this improvement. Multiple measures of growth in student learning, a positive change in student achievement between two or more points in time, should be included as a significant part of the evaluation process. Measures of growth in student learning may include, but are not limited to: common, benchmark and formative district-generated assessments; peer-reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; student work samples such as presentations, papers, projects, and portfolios; individualized student growth objectives defined by the teacher; and valid, reliable, timely, and meaningful information from standardized testing.

## Essential Principle 5: Ongoing, Deliberate, Meaningful and Timely Feedback

A collaborative culture enabling professional conversations about educator practice supports and promotes growth. Deliberate, meaningful and timely feedback as a part of those professional conversations encourages formative development. Feedback is valuable for teachers and leaders at any stage of their career. It is provided using multiple

sources of evidence from a variety of different measures and should include the analysis and use of student data. Feedback may include but is not limited to:

- Observations focused on professional practice and the extent of student learning.
- Analysis of the improvement of student performance.
- Survey results from students, families and community members.
- New learning and its application to improve the overall performance of students.
- Self-reflection on practice.
- Analysis of artifacts including lesson plans, professional development plans, supplemental resources, participation in coursework and improvement plans.
- Evidence of educators as responsible professionals supporting the overall mission, vision and goals of the school and district.

### Essential Principle 6: Standardized and Periodic Training for Evaluators

Reliable and valid measures of performance are an essential factor in ensuring that annual growth for teachers and leaders results in growth for students. Evaluators who collect these measures of evidence and provide feedback must be highly trained to ensure that ratings are fair, accurate and reliable. Evaluators demonstrating skills aligned to minimum quality assurance standards may include master teachers and peers as well as other external, trained third party people from within or outside the district that assist in the overall responsibility of moving staff to increased levels of effective practice.

Evaluator training may include topics such as:

- Conducting effective classroom observations and walk-throughs focused on the quality of instruction.
- Assessing student data and the analysis of artifacts.
- Interpreting survey information.
- Providing clear, constructive timely feedback.

### Essential Principle 7: Evaluation Results to Inform Personnel Employment Determinations, Decisions and Policy

Ratings of educator effectiveness should guide district decisions regarding determinations, recognition, development, interventions and policies that impact the extent of student learning in the system. As a result of the evaluation system, districts are empowered to recognize and utilize highly effective educators to improve student learning. Highly effective educators may serve their system in ways such as:

- Serving as mentors, peer observers, and coaches for less effective educators.
- Contributing through key leadership roles.
- Assisting with the challenges of high need students in high need locations.
- Assuming other critical additional duties that contribute to a school system's overall success.

Ineffective educators are those demonstrating sustained periods lacking desired growth as documented by unsatisfactory evaluations. These educators receive targeted interventions and support to encourage ongoing formative development. Established timelines should be articulated through local policy and provide further clarification in terms of duration of interventions and the nature of additional support. If sustained demonstration of unacceptable performance occurs, a local dismissal protocol should be enacted.



# Professional Frames of the Educator

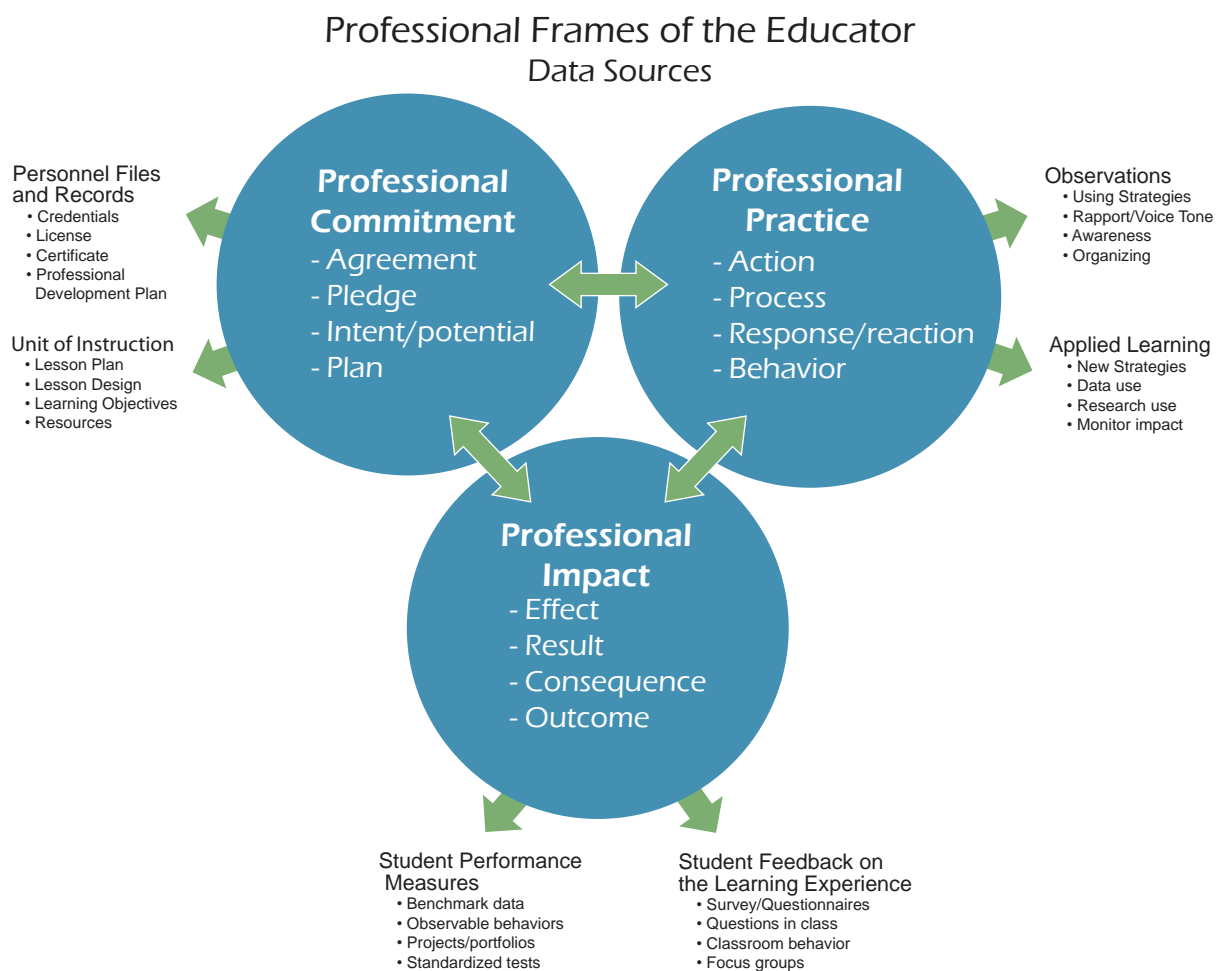
MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Professional Frames of the Educator

The teacher, leader and superintendent standards and quality indicators draw evidence from three professional frames at each level of the professional continuum. This reflects the research base on educator development as well as feedback from Missouri educators on how to make the standards meaningful to teachers and leaders. The three frames are professional commitment, professional practice and professional impact. These frames, which together constitute a determination of educator effect, organize the standards and indicators to facilitate the improvement of effective practice of teachers and leaders.

Establishing a reliable determination of educator effect requires the use of multiple criteria. Research from the Measures of Effective Teaching (MET) Project confirms that a combination of measures has the greatest potential for a reliable assessment of performance. Data sources specific to each of the three professional frames provides a reliable process to establish current levels of practice, accurately promote and document growth, and determine overall educator effect.



## Professional Commitment

The professional commitment frame is a source of evidence related to the professional agreements a teacher and leader make as a result of their role as educator. This includes the planning and the intent behind their efforts as an educator, or their quality as teacher or leader. Measures of evidence articulated through Growth Guides for each indicator in this frame verify that the teacher or leader is fulfilling these essential agreements. The primary data sources for the professional commitment frame are personnel files and records and the quality of instruction and school/district improvement plans.

## Professional Commitment Data Source: Personnel Files and Records

An effective educator maintains appropriate certification, licensing and credentials and the competence each represents. These files and records substantiate that the educator is qualified to perform the duties they are assigned. The educator's files and records also serve as documentation to growth and improvement. Evidence of appropriate personnel files and records should be combined with other data sources to determine overall educator effect.

## Professional Commitment Data Source: Quality of Planning – Instruction and Building and District Improvement Plans

A teacher's quality of instruction directly impacts a student's ability to learn. Research-based, proven instructional strategies combined with content aligned to state standards guarantees that students are learning the right things in the most effective way.

The quality of building and district improvement plans indicates that priorities have been established by district and building leadership. A high quality improvement plan combined with research-based, proven strategies for implementation ensures the greatest needs confronting student learning will be addressed in the most effective way.

For teacher and leader, the alignment, clarity, focus and overall quality of planning as it relates to addressing student learning needs is essential. Evidence of the quality of instruction and improvement plans should be combined with other data sources to determine overall educator effect.

## Professional Practice

The professional practice frame is a source of evidence related to specific effective actions or behaviors in which a teacher and leader engages, or the measure of their teaching and leading. This includes the reactions, responses, and processes to which the educator engages. Measures of evidence articulated through growth guides verifies the degree to which the teacher or leader can demonstrate these specific actions or behaviors. The primary data source for the professional practice frame comes from observations.

## Professional Practice Data Source: Observations of Performance

Observations of performance are a significant part of the overall determination of educator effect. Observations should be based on clear expectations as articulated by discrete, independent and measureable elements across the professional continuum. Examples of evidence in the growth guides provide further clarification of the elements of performance. Multiple observations of a variety of teaching experiences (i.e. time of day, part of lesson, different subjects, etc.) contribute to reliable observation data. Initial training and periodic assessment of accuracy of evaluators must be included to ensure observation data is reliable. Observation data should be combined with other data sources to determine overall educator effect.

## Professional Commitment Data Source: Applied Professional Learning

Accurate measures of performance provide focus for new learning. Without the introduction of new learning and skills, the evaluation process achieves little more than the classification and sorting of educators. Professional learning focuses on opportunities for growth. The application of new learning and skills results in a positive impact on student performance and a higher degree of educator effect. Professional growth plans document the alignment of new learning and skills to growth opportunities and observations verify their impact. Evidence of applied professional learning and its impact on student performance should be combined with other data sources to determine overall educator effect.

## Professional Impact

The professional impact frame is a source of evidence related to the effect, consequence or result that occurs due to the behaviors and commitments of the teacher and leader. This includes the outcomes the educator intends as a result of the quality of the teacher and their teaching, or the leader and their leading. Measures of evidence articulated through growth guides for each indicator verifies the extent to which the teacher or leader has had an impact. Teachers fulfilling their professional commitment and engaging in proven practices create measureable impact. The primary data sources for the professional impact frame comes from student performance measures and student feedback.

### Professional Impact Data Source: Student Performance Measures

The ultimate goal of schooling is the improvement of student performance. Measures of the performance of students are not only appropriate but essential to determining overall educator effect. Multiple measures are far more reliable than single measures. These multiple measures may include, among others: common, benchmark and formative district-generated assessments; peer reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; student work samples such as presentations, papers, projects, portfolios; individualized student growth objectives defined by the teacher; and valid, reliable, timely and meaningful information from standardized testing, which serves to verify the overall accuracy of the evaluation process. Student performance data should be combined with other sources to determine overall educator effect.

### Professional Impact Data Source: Student Feedback on Performance

Feedback data introduces a variety of perspectives into the process of determining educator effect. Overall reliability increases as a result of the varied perspectives. These perspectives represent the voice of the recipient, whether it be that of a student, parent, community member or staff member. Feedback data can be collected in a wide variety of formal and informal ways including surveys, focus groups, meetings, interviews, questionnaires, general conversations, etc. Feedback on performance data should be combined with other data sources to determine the overall educator effect.



# Teacher Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

# Teacher Evaluation Protocol

## Introduction

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. These include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and are multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following seven steps:

## Step 1: Identification of the indicators to be assessed

### Rationale

Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

### Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers and the beginning of the year for first year teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A minimum of three indicators per teacher per year that are:
  - Based on student needs
  - Represents priorities of the building/district leadership for that teacher
  - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal

4. At a minimum two of the indicators address metrics on both practice and impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

### Example

Based on student data, some third graders in Mrs. Johnson's class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the Common Core Standards, is directing all teachers to work on Indicator 1.1 "Content knowledge and academic language". In addition, Mrs. Johnson, in consultation with her principal, has identified Indicator 7.3 "Student-led assessment strategies" in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 "Self-assessment and improvement" would be helpful to Mrs. Johnson in documenting her efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson's area of focus will be on the three indicators:

1. Content knowledge and academic language 1.1
2. Student-led assessment strategies 7.3
3. Self assessment and improvement 8.1

Indicator 1.1 includes commitment, practice and impact metrics; indicator 7.3 has metrics for practice and impact; and indicator 8.1 has commitment and practice metrics.

## Step 2: Determine average baseline score for the identified indicators for each teacher

### Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an accurate assessment of status as well as growth on an indicator.

### Description

The rating scale provides a numerical placement on each identified indicator. The total of those scores divided by the number of identified indicators creates the average indicator score. This numerical rating, serving as a "pre-test", establishes an average baseline score and creates an expectation for growth (see Step 6). The average baseline score for returning teachers working on the same indicator will use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator.

The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator. The average baseline indicator score is determined by doing the following:

1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator

**RATING SCALE**

Not present	0
New	1-2
Developing	3-4
Proficient	5-6
Distinguished	7

2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score
3. Determine the total indicator score by adding together the separate individual scores
4. Divide by the number of assessed indicators to establish an Average Indicator Score (AIS)



**Example**

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of “4 Developing” on Indicator 1.1
- A score of “4 Developing” on Indicator 7.3
- A score of “2 New” on Indicator 8.1

The combined total of 10 is then divided by 3 since she was assessed on 3 indicators overall. This yields an average indicator score of 3.33. This average baseline score provides her a starting point on each indicator and establishes her expectation for growth (see Step 6). ( i.e. Total Score 10 / 3 Assessed Indicators = 3.33 as an Average Indicator Score – AIS)

### Step 3: Develop a Professional Growth Plan (i.e. professional learning/development plan or improvement plan)

#### Rationale

The primary purpose of the Teacher Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into realized growth.

#### Description

The numerical rating based on the rubrics identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing new learning and skills to achieve the expectation of growth.

The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of new learning, the practice of skills and timelines. The plan of study includes the following:

1. Corresponds to the examples of evidence provided in the appropriate growth guide
2. Is written in a Plan/Do/Study/Act format
3. Includes specific strategies for application of new learning
4. Utilizes as appropriate building and district human and material resources

#### Example

Using the growth guides for her identified indicators, Mrs. Johnson consults the possible sources of evidence document to determine which new learning and skills would be most appropriate given the particular needs of her 3<sup>rd</sup> grade class. She articulates the following in her Growth Plan:

- Content knowledge and academic language 1.1  
Focuses instruction on the most important concepts of the content so students use academic language related to their discipline with ease
- Student-led assessment strategies 7.3  
Purposefully teach students about their own learning by having them participate in personal goal setting
- Self-assessment and improvement 8.1  
She regularly reflects on their progress and documents it in her Growth Plan

She will support these with appropriate articles and research. Her local Professional Development Committee (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in the building.

## Step 4: Regularly assess progress on the growth plan

### Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning and skills will lead to the improvement of effective practice resulting in improved learning for students.

### Description

Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly that new learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five follow-up assessments should occur on each identified indicator
2. All follow-up assessments should include formal and/or informal feedback
3. Less formal follow-up assessments may be completed by mentors, coaches, peers, external consultants, etc.
4. Formal follow-up session(s) may also be completed by the administrator. Local practice should determine this decision by the administrator and be documented in the growth plan.
5. Numerical scoring for follow-up assessments is optional, but is often helpful to accurately determine progress

### Example

Mrs. Johnson monitors progress on the particular skills she has chosen in her Growth Plan. The PDC provides access to information for her to review and the district coach agrees to participate in some informal observations. The coach watches for demonstration of the skills she is working on and provides her targeted feedback on her progress. The regional professional development center informs her of additional resources as well. Based on this feedback, Mrs. Johnson begins to make progress acquiring new knowledge and applying new skills.

## Step 5: Determine an average final score for the identified indicators for each teacher

### Rationale

To determine growth on an indicator, it is necessary to compare the final average score to the baseline average score. The comparison provides a measure of growth while the final average score a determination of status on each identified indicator.

### Description

A rating scale provides a numerical placement on each identified indicator. The total of those scores divided by the number of identified indicators creates the average indicator score. This numerical rating establishes a final average score and serves as a type of “post-test” on each particular identified indicator. This final average score may become the new baseline score for returning teachers that will be working on the same indicator next year. The average final indicator score is determined by doing the following:

1. Use appropriate rubrics and rating scale to determine individual scores for each identified indicator

#### **RATING SCALE**

Not present	0
New	1-2
Developing	3-4
Proficient	5-6
Distinguished	7

2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score
3. Determine the total indicator score by adding together the separate individual scores
4. Divide by the number of assessed indicators to establish an Average Indicator Score (AIS)

### Example

Mrs. Johnson received the following rating on her final assessment:

- A score of “5 Proficient” on Indicator 1.1
- A score of “5 Proficient” on Indicator 7.3
- A score of “4 Developing” on Indicator 8.1.

The combined total 14 is then divided by 3 since she was assessed on 3 indicators overall. This yields an average final indicator score of 4.66.

This average final score provides her a status determination on each indicator and an overall growth of 1.33.

( i.e. Total Score 14 / 3 Assessed Indicators = 4.66 as an Average Indicator Score – AIS; Growth Score  $4.66 - 3.33 = 1.33$ )

## Step 6: Use the baseline and final AIS scores to determine overall performance

### Rationale

Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

### Description

An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The AIS scores establish a rating of how well an indicator was performed in the “post-test” assessment and the amount of growth that occurred in each indicator between the “pre-test” and “post-test” assessments.

Overall performance takes into account both the final average score of identified indicators as well as the amount of growth that occurred between the initial “pre-test” and the final “post-test” assessment on performance on those indicators. The following is used to inform this determination:

1. Status: the average final indicator score provides an overall rating on the status of performance (see chart below)
2. Growth: the average final indicator score minus the average baseline indicator score provides an overall rating on the growth of performance (see chart below)

NOTE: YEARS OF TEACHING – a determination of “proficient” in a teacher’s professional frame is based on the following:

- Misalignment between performance levels in commitment/practice and impact are areas of concern and should be noted as a part of the Professional Growth Plan
- On completion of the 5<sup>th</sup> year of teaching, assessed indicators will average at the developing level
- Between the 6<sup>th</sup> and 10<sup>th</sup> years of teaching, assessed indicators will average at the proficient level
- Over 10 years of teaching, assessed indicators will average minimally at the proficient level

NOTE: STATUS RATINGS

- New: evidence indicates insufficient or absence of any mastery of assessed indicators relative to years of teaching experience
- Developing: evidence indicates rudimentary levels of mastery of assessed indicators relative to years of teaching experience
- Proficient: evidences indicates sufficient mastery of assessed indicators relative to years of teaching experience
- Distinguished: evidence indicates exemplary levels of mastery of assessed indicators relative to years of teaching experience

### Example

Mrs. Johnson's final ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3<sup>rd</sup> grade students. Her overall performance as a teacher is documented, reliable and valid.

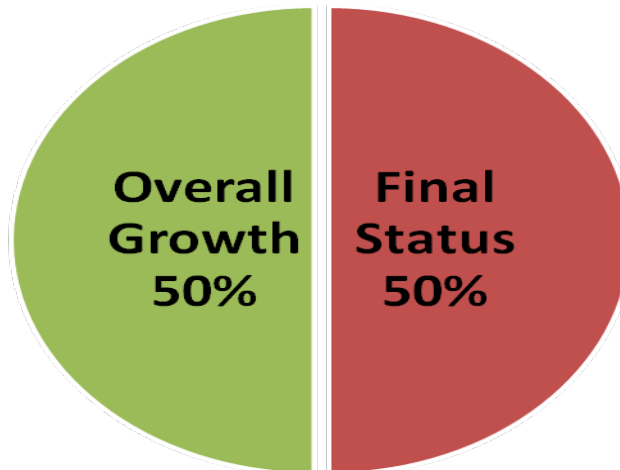
- Indicator 1.1 Content knowledge and academic language  
Baseline = 4 Developing      Final = 5 Developing      Growth = 1
- Indicator 7.3 Student-led assessment strategies  
Baseline = 4 Developing      Final = 5 Proficient      Growth = 1
- Indicator 8.1 Self-Assessment and Improvement  
Baseline = 2 New      Final = 4 Developing      Growth = 2

This data provides a profile of Mrs. Johnson's areas of strength across three indicators. It also provides a profile about areas of greatest and least growth. This data, in addition to data about growth in student learning, can provide connections between improving effective practice and improving student learning.

## Overall Growth and Final Status of Each Identified Indicator

**50% Overall Growth**

Half of the teacher's effectiveness rating is based on the overall growth that occurred on the identified indicators as a result of the plan of study.



**50% Final Status**

Half of the teacher's effectiveness rating is based on the final status of the average score of identified indicators

## Status Determination Chart

Years of Teaching		New	Developing	Proficient	Distinguished
0 - 2		AIS 0 – 0.4	AIS 0.5 – 1.4	AIS 1.5 – 2.4	AIS 2.5 – 7.0
3 - 5		AIS 0 – 2.4	AIS 2.5 – 3.4	AIS 3.5 – 4.4	AIS 4.5 – 7.0
6 - 10		AIS 0 – 3.9	AIS 4.0 – 4.9	AIS 5.0 – 5.9	AIS 6.0 – 7.0
Over 10		AIS 0 – 4.4	AIS 4.5 – 5.4	AIS 5.5 – 6.4	AIS 6.5 – 7.0



Growth Expectation Chart (Based on Status)			
New Status	Developing Baseline Status		
Growth required to move from New Status to Developing Status	Growth Expectation		
	Minimal Growth	Average Growth	Exemplary Growth
	1.5	2.0	2.5
	→	→	
	Proficient Baseline Status		
	Growth Expectation		
	Minimal Growth	Average Growth	Exemplary Growth
	0.5	1.0	1.5
	→	→	
	Distinguished Baseline Status		
	Growth Expectation		
	Final Status of 6.6 or higher rating, growth is considered MET. If not, → 0.5 or more		

## Step 7: Monitor the impact of improved effective practice on student performance

### Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

### Description

The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

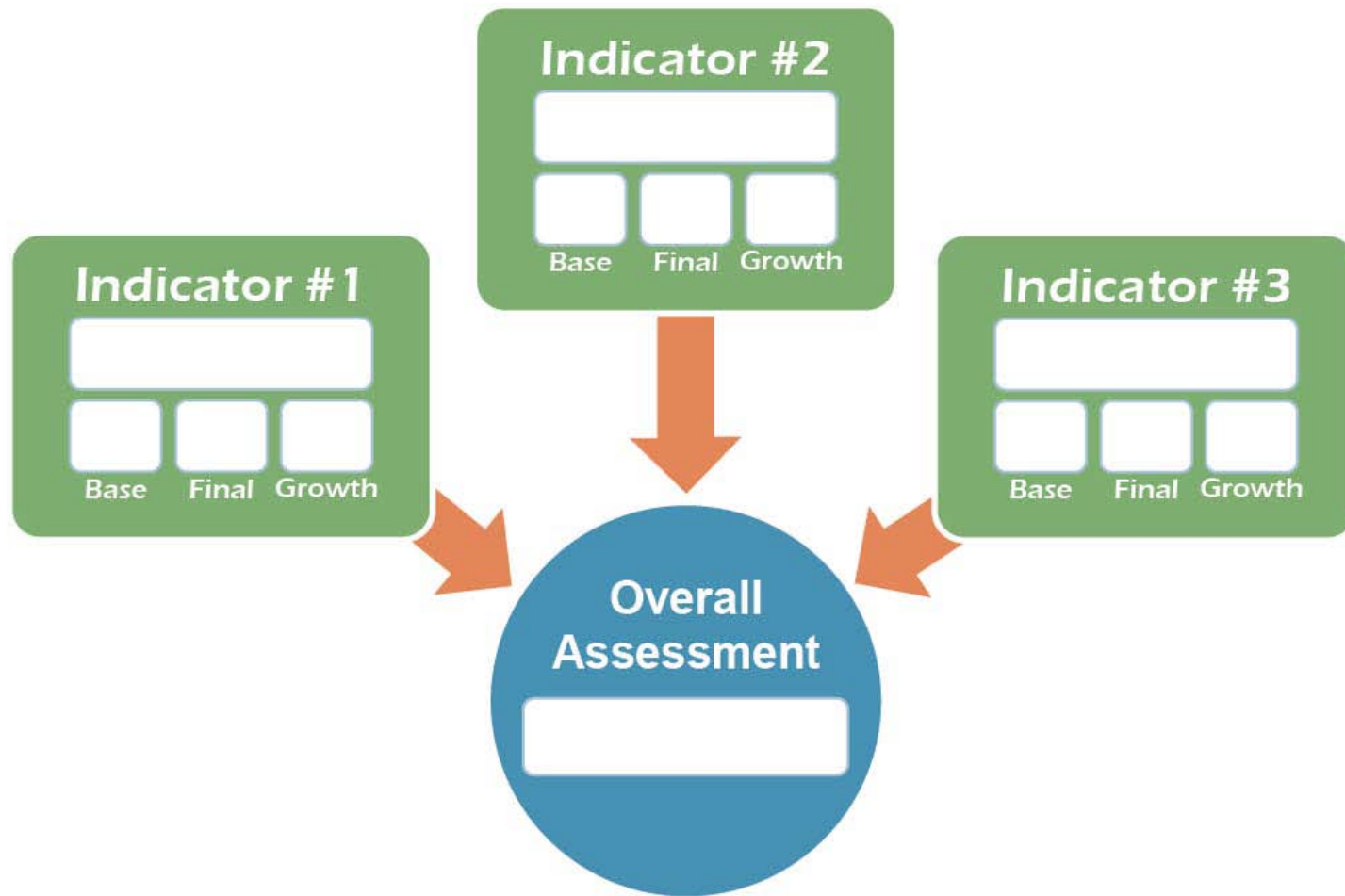
1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
3. Reflect on personal growth and possible future opportunities for continued growth
4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning teachers)
5. Continue to acquire new knowledge and improve skills

### Example

Mrs. Johnson continues to monitor the learning of her 3<sup>rd</sup> grade students. She particularly reflects on how new learning and skills from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. Their consultation includes consideration of working on some of the same indicators next year. She will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

## Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Steps 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify indicators to be assessed	Determine average baseline score	Develop a Growth Plan	Regularly assess progress on the Growth Plan	Determine average final score	Status and growth determines overall performance	Monitor the impact of improved practice on student performance
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and identify areas of strength and opportunities for growth.	Based on the opportunities for growth and their baseline scores, determine an appropriate plan of study that includes the practice and application of new knowledge and skills.	Conduct follow-up assessments of identified indicators (minimum of 3) to determine progress.  Use the appropriate growth guides and repeated opportunities for practice.  Provide targeted feedback on areas of strength and opportunities for growth.	Conduct a final assessment of identified indicators. Determine overall progress on the plan of study as evidenced by the appropriate rubrics.	Determine the final status and growth score to inform employment determination. Act on the final determination by the 15 <sup>th</sup> of March.	Continue to monitor student growth and reflect on the impact of improved effective practice.  Reflect on progress on growth opportunities.  Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline 1 <sup>st</sup> year Teacher	Aug	Sept	Oct	November through February		By Mar 15	April – May – Summer
Timeline Returning Teacher	April – Summer	Aug - Oct	November through February			By Mar 15	April – May – Summer

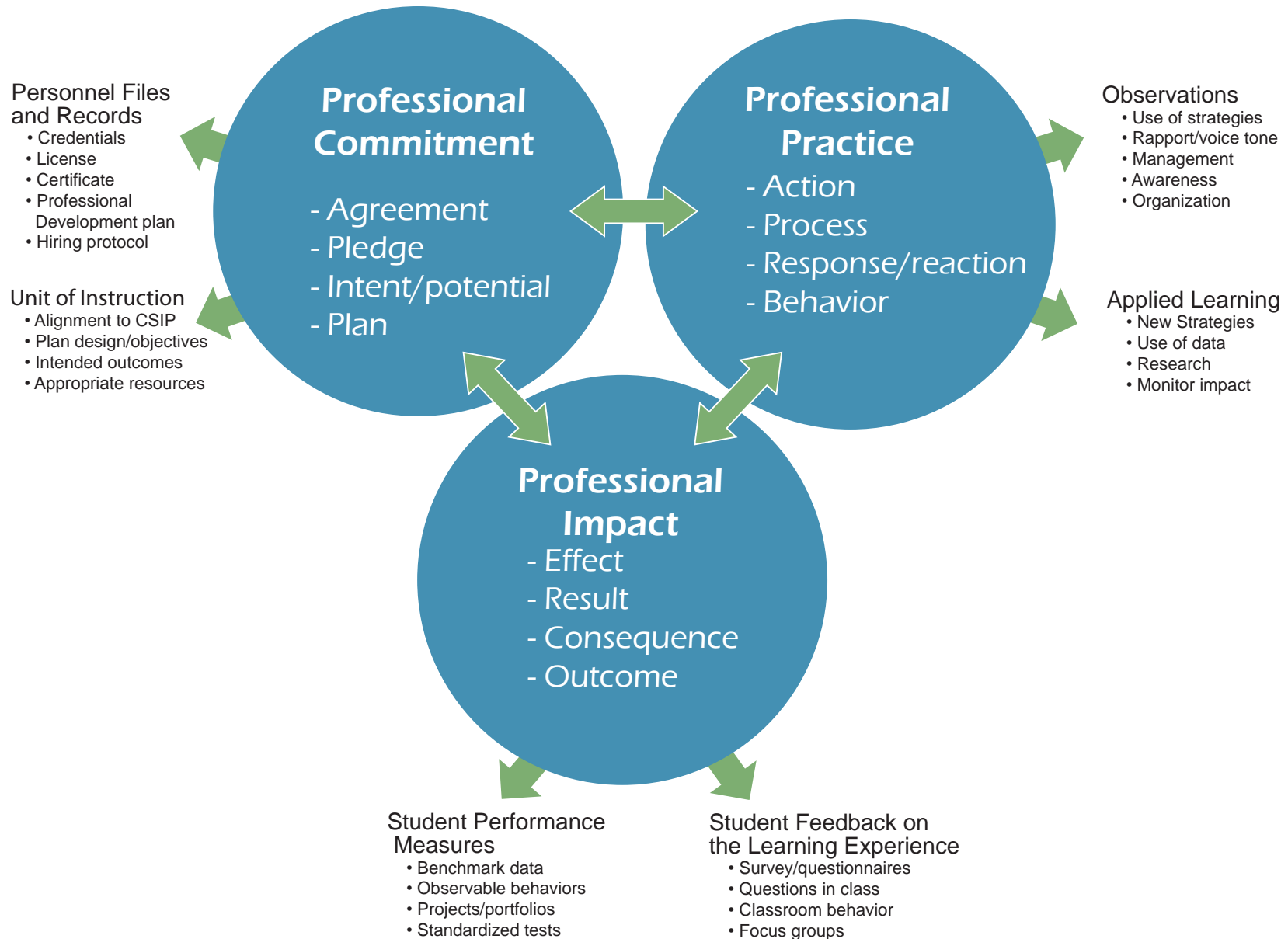


Employment determinations may be based on a teacher profile of the three separate indicators or as an average of all three indicators.

Year	Indicator:		Indicator:		Indicator:		Rating
	Growth	Status	Growth	Status	Growth	Status	Overall
2012 – 2013	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2013 – 2014	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2014 – 2015	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2015 – 2016	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2016 – 2017	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	

# Professional Frames of the Teacher

## Data Sources



## Teacher Growth Guide 1.1

### Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

#### Quality Indicator 1: Content knowledge and academic language

New			Developing		Proficient		Distinguished	
1N1) The new teacher...			1D1) The developing teacher also...		1P1) The proficient teacher also...		1S1) The distinguished teacher also...	
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.	
Professional Frames								
<b>Evidence of Commitment</b> Is well prepared to guide students to a deeper understanding of content			<b>Evidence of Commitment</b> Stays current on new content and incorporates it into lessons		<b>Evidence of Commitment</b> Use of supplemental primary sources that are aligned to local standards		<b>Evidence of Commitment</b> Continually expands knowledge base on content and infuses into content	
<b>Evidence of Practice</b> Instruction reflects accuracy of content knowledge			<b>Evidence of Practice</b> Instruction indicates an appreciation of the complexity and ever evolving nature of the content		<b>Evidence of Practice</b> Instructional focus is on the most important concepts of the content and includes new content as appropriate		<b>Evidence of Practice</b> Continually seeks out new information and applies it to learning in their classroom	
<b>Evidence of Impact</b> Students are generally familiar with academic language			<b>Evidence of Impact</b> Students are able to use academic language		<b>Evidence of Impact</b> Students accurately use academic language related to their discipline		<b>Evidence of Impact</b> Students communicate effectively using academic language from a variety of sources	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 1.2

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

New			Developing		Proficient		Distinguished	
1N2) The new teacher...			1D2) The developing teacher also...		1P2) The proficient teacher also...		1S2) The distinguished teacher also...	
Draws from multiple sources to engage student interest/activity in the content.			Uses a variety of differentiated instructional strategies to purposefully engage students.		Uses specific instructional strategies to engage students and advance each individual student’s learning.		Facilitates student-directed learning activities, individual and collaborative, to deepen student knowledge and understanding in the content area.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Identifies engagement strategies to use to maintain student interest			<b>Evidence of Practice</b> Uses engagement strategies to increase students’ levels of interest and activity		<b>Evidence of Practice</b> Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning		<b>Evidence of Practice</b> Teacher strategies reflect a variety of student-led learning activities	
<b>Evidence of Impact</b> Students are interested and engaged in the content			<b>Evidence of Impact</b> Students’ engagement causes content knowledge to advance		<b>Evidence of Impact</b> Individual student’s learning increases and students can articulate why learning activities cause them to learn		<b>Evidence of Impact</b> Students direct both individual and collaborative learning activities	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 1.3

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

New			Developing		Proficient		Distinguished	
1N3) The new teacher...			1D3) The developing teacher also...		1P3) The proficient teacher also...		1S3) The distinguished teacher also...	
Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.			Begins to engage students in the methods of inquiry/research methodologies.		Teaches his/her students to fully use the methods of inquiry and standards of evidence used in the discipline.		Consistently employs student-inquiry instructional approaches that build capacity for all students.	
Professional Frames								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Instruction indicates a basic level of understanding about research and inquiry methodologies  <b>Evidence of Impact</b> Student’s understanding of basic inquiry and research strategies increases			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Accepted methods of research in the content area are identifiable in observations of instructional practice  <b>Evidence of Impact</b> Students begin to use basic methods of inquiry/research methodologies		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline  <b>Evidence of Impact</b> Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Student- inquiry instructional approaches are prominent throughout instruction  <b>Evidence of Impact</b> Students design and conduct research individually and in teams using standards of evidence in the field	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 1.4

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

New			Developing		Proficient		Distinguished	
1N4) The new teacher...  Demonstrates the ability to make interdisciplinary content connections during instruction.			1D4) The developing teacher also...  Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		1P4) The proficient teacher also...  Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		1S4) The distinguished teacher also...  Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.	
Professional Frames								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Connections between various disciplines are logical and add to overall learning  <b>Evidence of Impact</b> Students understand the meaning of inter-disciplinary content connections			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Meaningful learning experiences are appropriate to particular content or concepts and contribute to student’s overall mastery  <b>Evidence of Impact</b> Students apply disciplinary knowledge to real world problems with interdisciplinary themes		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question  <b>Evidence of Impact</b> Students analyze the complexities of an issue or question using perspectives from varied disciplines		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Incorporates current interdisciplinary themes into collaborative classroom learning experiences  <b>Evidence of Impact</b> Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 1.5

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

New			Developing		Proficient		Distinguished
1N5) The new teacher...			1D5) The developing teacher also...		1P5) The proficient teacher also		1S5) The distinguished teacher also...
Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.			Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.
Professional Frames							
<b>Evidence of Commitment</b> Reviews lesson plans to identify areas of potential bias			<b>Evidence of Commitment</b> Eliminates bias in lesson designs and learning objectives		<b>Evidence of Commitment</b> Conduct reviews and research to build background knowledge and a variety of perspectives		<b>Evidence of Commitment</b> Lesson designs and learning objectives exhibit a variety of perspectives
<b>Evidence of Practice</b> Demonstrates importance and appreciation of a variety of perspectives			<b>Evidence of Practice</b> Instructional activities include global perspectives and/or critical examination of bias		<b>Evidence of Practice</b> Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving		<b>Evidence of Practice</b> Instructional strategies and learning activities include students addressing real-world problems
<b>Evidence of Impact</b> Student understanding of local and global issues surrounding disciplinary content expands			<b>Evidence of Impact</b> Students' ability increases to develop balanced, diverse social and cultural perspectives		<b>Evidence of Impact</b> Students engage in questioning and challenging of conventional assumptions and standard approaches		<b>Evidence of Impact</b> Students address real-world problems related to the discipline that improve their community and/or world
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.1

### Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

#### Quality Indicator 1: Cognitive, social, emotional and physical development

New			Developing		Proficient		Distinguished	
2N1) The new teacher...  Knows how to address developmental factors when making instructional decisions.			2D1) The developing teacher also...  Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also...  Uses knowledge of individual growth and development to monitor and chart learner’s progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also...  Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Professional Frames								
<b>Evidence of Commitment</b> Designs instruction with a basic understanding of developmental factors  <b>Evidence of Practice</b> Instructional decisions are based on an understanding of how students develop  <b>Evidence of Impact</b> Developmental factors specific to students are recognized			<b>Evidence of Commitment</b> Knows and can apply theories of child/adolescent growth  <b>Evidence of Practice</b> Examples or research on models of growth and development are used as a resource to guide instructional decisions  <b>Evidence of Impact</b> Students development increases as a result of teacher’s use of theories as a resource		<b>Evidence of Commitment</b> Monitors and charts learner progress toward goals  <b>Evidence of Practice</b> Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities  <b>Evidence of Impact</b> Students progress to the next level of development as a result of teacher’s use of assessment		<b>Evidence of Commitment</b> Maintains resources to assist colleagues in their understanding of developmental theories  <b>Evidence of Practice</b> Is able to act as a resource to other colleagues in using models of growth and development to guide instruction  <b>Evidence of Impact</b> Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.2

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 2: Student goals

New			Developing		Proficient		Distinguished	
2N2) The new teacher...			2D2) The developing teacher also		2P2) The proficient teacher also...		2S2) The distinguished teacher also...	
Encourages student responsibility through establishment of clear goals.			Encourages students to be responsible by helping them set goals.		Assists students to set short- and long-term goals, organize, implement, and self-reflect in the classroom.		Helps learners work productively and cooperatively with each other to achieve collective learning goals.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Use of classroom routines and procedures highlight student responsibility			<b>Evidence of Practice</b> Classroom practices, routines and instruction emphasizes students setting goals		<b>Evidence of Practice</b> Classroom practices and routines emphasize student organization and setting short-and long-term goals		<b>Evidence of Practice</b> Facilitates learning activities requiring collective productivity and cooperation of students	
<b>Evidence of Impact</b> Students demonstrate basic responsibility based on clear expectations			<b>Evidence of Impact</b> Students demonstrate responsibility by setting personal learning goals		<b>Evidence of Impact</b> Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning		<b>Evidence of Impact</b> Students work productively and cooperatively with each other to achieve collective learning goals	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 2.3

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 3: Theory of learning

New			Developing		Proficient		Distinguished	
2N3) The new teacher...			2D3) The developing teacher also...		2P3) The proficient teacher also...		2S3) The distinguished teacher also...	
Applies theories of learning to well-planned and delivered instruction.			Implements research-based instruction focused on production of learning for individual students.		Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.		Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.	
Professional Frames								
<b>Evidence of Commitment</b> Lesson plans are consistent with best-practice and foundational and current learning theories			<b>Evidence of Commitment</b> Uses foundational and current learning theories to design instruction aimed at fostering learning in every student		<b>Evidence of Commitment</b> Uses emerging research to design instruction likely to produce learning for every student		<b>Evidence of Commitment</b> Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student	
<b>Evidence of Practice</b> Alignment exists between instruction that is planned and instruction that is delivered			<b>Evidence of Practice</b> Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs		<b>Evidence of Practice</b> Consistently and effectively delivers instruction which focuses on producing learning gains for every student		<b>Evidence of Practice</b> Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom	
<b>Evidence of Impact</b> Students receive instruction based on effective planning			<b>Evidence of Impact</b> Students individual learning needs are addressed		<b>Evidence of Impact</b> Student learning gains increase as a result of the teacher’s effective instruction		<b>Evidence of Impact</b> Student learning gains increase as a result of theories of learning	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.4

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 4: Differentiated lesson design

New			Developing		Proficient		Distinguished	
2N4) The new teacher...  Designs and implements instruction that considers the needs of students.			2D4) The developing teacher also...  Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		2P4) The proficient teacher also...  Through design and instruction establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		2S4) The distinguished teacher also...  Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.	
Professional Frames								
<b>Evidence of Commitment</b> Designs lessons and activities based on the unique needs of students  <b>Evidence of Practice</b> Can articulate important characteristics and needs of students as they apply to learning  <b>Evidence of Impact</b> Students appear to exhibit positive rapport with the teacher and are generally motivated to learn			<b>Evidence of Commitment</b> Lesson design and plans for instruction demonstrate respect and value for each student  <b>Evidence of Practice</b> Highlights unique attributes of individual students as a part of classroom instruction and learning  <b>Evidence of Impact</b> Students perceive they are respected, valued and are encouraged to learn		<b>Evidence of Commitment</b> Plans for an inviting and nurturing educational environment that enhances learning  <b>Evidence of Practice</b> Engages in strategies that promote trust and positive rapport to enhance the learning of each student  <b>Evidence of Impact</b> Students learning increases and students demonstrate positive relationships with the teacher and peers		<b>Evidence of Commitment</b> Learning objectives and activities highlight the skills and talents of all students  <b>Evidence of Practice</b> Classroom techniques and rapport highlight the unique skills and talents of every child  <b>Evidence of Impact</b> Students ask questions, take risks and enjoy learning	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.5

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

New			Developing		Proficient		Distinguished	
2N5) The new teacher...			2D5) The developing teacher also...		2P5) The proficient teacher also...		2S5) The distinguished teacher also...	
Designs lessons and implements instruction based on students' prior experiences, learning styles, multiple intelligences, strengths and needs.			Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, learning styles, multiple intelligences, strengths, and needs.		Instructional activities meet every child where they are- developmentally, cognitively, physically, and affectively to advance knowledge and skill development.		Employs authentic strategies to actively involve every student in the advancement of their own learning.	
Professional Frames								
<b>Evidence of Commitment</b> Plans for various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs			<b>Evidence of Commitment</b> Lessons indicate an understanding of individual student traits and prior experiences		<b>Evidence of Commitment</b> Plans instruction that will engage and advance each student in her/her learning and development		<b>Evidence of Commitment</b> Modifies lesson design and learning objectives as needed to help students become more successful learners	
<b>Evidence of Practice</b> Uses various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs			<b>Evidence of Practice</b> Learning activities highlight and build off students individual characteristics traits and prior experiences		<b>Evidence of Practice</b> Assessment data is maintained to confirm that students are moving forward		<b>Evidence of Practice</b> Learning activities involve every student in the advancement of his/her own learning	
<b>Evidence of Impact</b> Students know the way they think and learn is considered and addressed			<b>Evidence of Impact</b> Students can explain connections between their prior knowledge and current instruction		<b>Evidence of Impact</b> Students use prior knowledge to predict new information and increase their knowledge and skill		<b>Evidence of Impact</b> Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.6

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 6: Language, culture, family and knowledge of community values

New			Developing		Proficient		Distinguished	
2N6) The new teacher...			2D6) The developing teacher also...		2P6) The proficient teacher also...		2S6) The distinguished teacher also...	
Reviews demographic and biographical data of students to determine the variety of learning needs.			Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Collects and reviews demographic and biographical data of students			<b>Evidence of Practice</b> Demonstrates modifications in instruction in response to students' individual experience, talents, prior learning, language, culture, family and community values		<b>Evidence of Practice</b> Models respect through action and words and establishes classroom routines and procedures which highlight mutual respect for others		<b>Evidence of Practice</b> Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures	
<b>Evidence of Impact</b> Students perceive that their particular differences and needs are recognized			<b>Evidence of Impact</b> Students' learning is positively affected		<b>Evidence of Impact</b> Students respect the differences of others as modeled		<b>Evidence of Impact</b> Students experience an environment of trust and mutual respect	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 3.1

### Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

#### Quality Indicator 1: Implementation of curriculum standards

New			Developing		Proficient		Distinguished	
3N1) The new teacher...			3D1) The developing teacher also...		3P1) The proficient teacher also...		3S1) The distinguished teacher also...	
Makes informed decisions about instructional objects aligned to district mapping and pacing guides.			Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.	
Professional Frames								
<b>Evidence of Commitment</b> Selects and creates learning experiences that are appropriate for district curriculum and assessments			<b>Evidence of Commitment</b> Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards		<b>Evidence of Commitment</b> Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction		<b>Evidence of Commitment</b> Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments	
<b>Evidence of Practice</b> Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities			<b>Evidence of Practice</b> Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments		<b>Evidence of Practice</b> Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction		<b>Evidence of Practice</b> Participates in formal and informal collegial support activities including curriculum and review committees	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 3.2

### Standard 3: Curriculum Implementation

#### Quality Indicator 2: Lessons for diverse learners

New			Developing		Proficient		Distinguished	
3N2) The new teacher...			3D2) The developing teacher also...		3P2) The proficient teacher also...		3S2) The distinguished teacher also...	
Implements lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.			Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance			<b>Evidence of Practice</b> Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance		<b>Evidence of Practice</b> Evaluates and reflects on the effectiveness of instructional strategies		<b>Evidence of Practice</b> Effectiveness based on assessment data is shared with others through formal and informal collegial interaction and support	
<b>Evidence of Impact</b> Students perceive that their individual learning needs are recognized			<b>Evidence of Impact</b> Students perceive that their performance improved as a result of specific teacher’s lessons and activities		<b>Evidence of Impact</b> Students identify the teacher’s instructional strategies which helped them substantially improve their performance		<b>Evidence of Impact</b> Students identify every instructional strategy of the teacher as being effective and credit the teacher with causing them to perform at a high level	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 3.3

### Standard 3: Curriculum Implementation

#### Quality Indicator 3: Instructional goals and differentiated instructional strategies

New			Developing		Proficient		Distinguished	
3N3) The new teacher...			3D3) The developing teacher also...		3P3) The proficient teacher also...		3S3) The distinguished teacher also...	
Uses differentiated instructional strategies and content to meet student needs and enhance learning.			Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.	
Professional Frames								
<b>Evidence of Commitment</b> Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards			<b>Evidence of Commitment</b> Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards		<b>Evidence of Commitment</b> Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards		<b>Evidence of Commitment</b> Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards	
<b>Evidence of Practice</b> Instruction delivered demonstrates differentiation strategies			<b>Evidence of Practice</b> Differentiated instructional strategies meet student needs and enhance learning		<b>Evidence of Practice</b> Demonstrates adjustments as a part of delivering effective instruction		<b>Evidence of Practice</b> Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 4.1

### Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills, including technological resources.

#### Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

New			Developing		Proficient		Distinguished	
4N1) The new teacher...  Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.			4D1) The developing teacher also...  Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		4P1) The proficient teacher also...  Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		4S1) The distinguished teacher also...  Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.	
Professional Frames								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking  <b>Evidence of Impact</b> Students are engaged in active learning that promotes the development of critical thinking and problem solving skills			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Assesses student growth to determine student use of critical thinking and problem solving skills  <b>Evidence of Impact</b> There is growth in student learning and use of critical thinking and problem-solving skills		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Effective demonstrates a range of instructional techniques that require students to think critically and problem-solve  <b>Evidence of Impact</b> Students ability to think critically and problem-solve is evident in students' communications and work		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning  <b>Evidence of Impact</b> Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 4.2

### Standard 4: Critical Thinking

#### Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

New			Developing		Proficient		Distinguished	
4N2) The new teacher...			4D2) The developing teacher also...		4P2) The proficient teacher also...		4S2) The distinguished teacher also...	
Uses a variety of instructional resources, including technology, to enhance the teaching and learning process.			Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		Guides students through performance of developmentally appropriate instructional activities that promote complex thinking and technological skills.		Applies research-based instructional resources including technology to enhance their own teaching as well as the teaching of others.	
Professional Frames								
<b>Evidence of Commitment</b> Lesson design includes the use of instructional resources, including technology			<b>Evidence of Commitment</b> Lesson design includes developmentally appropriate resources		<b>Evidence of Commitment</b> Lesson design includes resources that promote complex thinking skills and student use of technology		<b>Evidence of Commitment</b> Lesson design includes research-based resources and technology	
<b>Evidence of Practice</b> Delivered instruction includes resources and technologies to enhance the teaching and learning process			<b>Evidence of Practice</b> Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance		<b>Evidence of Practice</b> Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills		<b>Evidence of Practice</b> Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others	
<b>Evidence of Impact</b> Students use new information and technology skills to create accurate products			<b>Evidence of Impact</b> Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions		<b>Evidence of Impact</b> Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems		<b>Evidence of Impact</b> Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 4.3

### Standard 4: Critical Thinking

#### Quality Indicator 3: Cooperative, small group and independent learning

New			Developing		Proficient		Distinguished
4N3) The new teacher...			4D3) The developing teacher also...		4P3) The proficient teacher also...		4S3) The distinguished teacher also...
Employs individual and cooperative learning activities.			Uses a variety of learning situations, such as independent, small group and whole class		Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		Models and mentors others as requested on the use of flexible and varied independent, cooperative and whole-class learning situations.
Professional Frames							
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A
Evidence of Practice Effectively manages students and learning activities in both individual and collaborative situations			Evidence of Practice Classroom structures include independent, cooperative and whole class as appropriate to content		Evidence of Practice Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies		Evidence of Practice Is able to presents on or act as a resource on the use of independent, collaborative and whole class learning situations
Evidence of Impact Students participate in individual and collaborative learning activities			Evidence of Impact Students define roles and demonstrate improved collaborative skills in various learning structures		Evidence of Impact Students automatically engage in peer and independent learning strategies that results in increased knowledge and skills		Evidence of Impact Students are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 5.1

### Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

#### Quality Indicator 1: Classroom management, motivation, and engagement

New			Developing		Proficient		Distinguished	
5N1) The new teacher...  Occasionally or inconsistently uses motivation and engagement strategies and techniques to enhance student interest and promote learning.			5D1) The developing teacher also...  Frequently or somewhat consistently uses effective motivation and engagement strategies to maintain student engagement in productive learning.		5P1) The proficient teacher also...  Consistently demonstrates a wide range of motivation and engagement strategies that promote continuous student learning.		5S1) The distinguished teacher also...  Evaluates effectiveness of emerging research-based motivational and engagement theories and strategies and self-selects and implements these to promote self-directed learning by students.	
Professional Frames								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Can articulate the relationship between motivation and engagement and uses strategies at a basic level to maintain student interest and promote learning  <b>Evidence of Impact</b> Students are interested in their learning			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates the effective and appropriate use of motivation and engagement strategies to keep students engaged in productive learning  <b>Evidence of Impact</b> Students are generally engaged in productive learning		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates understanding by appropriately using a range of motivation and engagement strategies consistent with the learning objective and results in continuous student learning  <b>Evidence of Impact</b> Students are continuously engaged in productive learning		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Self-reflects, evaluates and engages in new learning on the effectiveness of motivation and engagement strategies and applies it to enhance instruction  <b>Evidence of Impact</b> Students engage in self-directed learning	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 5.2

### Standard 5: Positive Classroom Environment

#### Quality Indicator 2: Management of time, space, transitions and activities

New			Developing		Proficient		Distinguished	
5N2) The new teacher...			5D2) The developing teacher also...		5P2) The proficient teacher also...		5S2) The distinguished teacher also...	
Manages time, space, transitions, and activities to increase student engagement and self-direction.			Consistently engages students through the effective management of time, space, transitions, and activities.		Continuously and effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	
Professional Frames								
<b>Evidence of Commitment</b> Designs routines that support effective management of time, space, transitions and activities			<b>Evidence of Commitment</b> Routines and structures support effective management of time, space, transitions and activities		<b>Evidence of Commitment</b> Routines and structures are modified as necessary to enhance effective management		<b>Evidence of Commitment</b> Routines and structures are modified based on student input	
<b>Evidence of Practice</b> Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction			<b>Evidence of Practice</b> Maintains student engagement by effectively managing time, space, transitions and activities		<b>Evidence of Practice</b> Engagement data indicates a strong impact from the management of time, space, transitions and activities		<b>Evidence of Practice</b> Maintains continuous student engagement and high levels of student productivity through student input on time, space, transitions and activities	
<b>Evidence of Impact</b> Students are generally engaged and somewhat responsive to the teacher’s classroom management strategies			<b>Evidence of Impact</b> Students are engaged and respond to the teacher’s effective management of time, space, transitions and activities		<b>Evidence of Impact</b> Students are engaged and see the importance of self direction and control		<b>Evidence of Impact</b> All students are self-directed, exhibit self-control and take ownership of learning	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 5.3

### Standard 5: Positive Classroom Environment

#### Quality Indicator 3: Classroom, school and community culture

New			Developing		Proficient		Distinguished	
5N3) The new teacher  Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.			5D3) The developing teacher also...  Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also...  Maintains a positive culture in the classroom and school to create a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also...  Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.	
Professional Frames								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Engages in practices to learn the culture of the school and community  <b>Evidence of Impact</b> The classroom learning environment is structured to build positive student relationships and culture			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Positively affects student relationships and learning by using strategies that promote a positive classroom culture  <b>Evidence of Impact</b> The classroom learning environment encourages positive student relationships and mutual respect to enhance learning		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students  <b>Evidence of Impact</b> The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Engages students in participating in forming the classroom environment based on the culture of the school and community  <b>Evidence of Impact</b> Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 6.1

### Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

#### Quality Indicator 1: Verbal and nonverbal communication

New			Developing		Proficient		Distinguished	
6N1) The new teacher...  Understands the importance of correct, effective verbal and non-verbal communication skills.			6D1) The developing teacher also...  Consistently uses correct, effective verbal and non-verbal communication skills.		6P1) The proficient teacher also...  Consistently fosters correct, effective verbal and nonverbal communication including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		6S1) The distinguished teacher also...  Teacher facilitates correct, effective verbal and nonverbal communication in their school and throughout the community.	
Professional Frames								
<b>Evidence of Commitment</b> Non-verbal communication (written, electronic, etc.) is basically effective and correct  <b>Evidence of Practice</b> Demonstrates a basic level of effective verbal and non-verbal communication  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Written and electronic communication is effective and correct  <b>Evidence of Practice</b> Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Written and electronic communication is effective and correct for all students  <b>Evidence of Practice</b> Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc.  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Written and electronic school and district-wide communication is effective  <b>Evidence of Practice</b> Contributes to the overall effective and correct communication coming from the school to the larger community  <b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 6.2

### Standard 6: Effective Communication

#### Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

New			Developing		Proficient		Distinguished	
6N2) The new teacher...			6D2) The developing teacher also...		6P2) The proficient teacher also...		6S2) The distinguished teacher also...	
Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.			Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		Helps students to develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond.		Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.	
Professional Frames								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs  <b>Evidence of Impact</b> Student perceive that the teacher is sensitive to their needs			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates and promotes empathy and sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications  <b>Evidence of Impact</b> Student communication with their teacher is characterized by sensitivity		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond  <b>Evidence of Impact</b> Students develop respect and sensitivity for all to cultural, gender, intellectual and physical ability differences		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community  <b>Evidence of Impact</b> Students self-monitor their own and other's level of respect and sensitivity	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 6.3

### Standard 6: Effective Communication

#### Quality Indicator 3: Learner expression in speaking, writing and other media

New			Developing		Proficient		Distinguished	
6N3) The new teacher...			6D3) The developing teacher also...		6P3) The proficient teacher also...		6S3) The distinguished teacher also...	
Supports and expands learner expression in speaking, writing, listening, and other media adhering to the zero tolerance model.			Provides opportunity for safe, free expression in speaking, writing, listening, and other media adhering to the zero tolerance model.		Develops students who direct their own safe, free and respectful expression in speaking, writing, listening, and other media adhering to the zero tolerance model.		Promotes respect, safe and free expression in the school and the larger school community adhering to the zero tolerance model.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Classroom activities include learner expression in speaking, writing, listening and the use of other media			<b>Evidence of Practice</b> Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media		<b>Evidence of Practice</b> Uses activities to engage students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media adhering to the zero tolerance model		<b>Evidence of Practice</b> Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)	
<b>Evidence of Impact</b> Students expand their expression in speaking, writing, listening, and other media and adhere to the zero tolerance model			<b>Evidence of Impact</b> Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhere to the zero tolerance model		<b>Evidence of Impact</b> Students direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhere to the zero tolerance model		<b>Evidence of Impact</b> Students promote respect, safe and free expression in the school and the larger school community adhering to the zero tolerance model	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 6.4

### Standard 6: Effective Communication

#### Quality Indicator 4: Technology and media communication tools

New			Developing		Proficient		Distinguished	
6N4) The new teacher...			6D4) The developing teacher also...		6P4) The proficient teacher also...		6S4) The distinguished teacher also...	
Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.			Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		Facilitates the students' effective use of technology and media communication tools.		Either mentors members of the school and community in the use of technology and media communication tools or assists students in doing so.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Regularly uses technology and media communication tools to enhance the learning process			<b>Evidence of Practice</b> Delivers instruction and models the use of technology and media communication tools to enhance learning		<b>Evidence of Practice</b> Uses strategies that engage students in effectively using technology and media communication tools		<b>Evidence of Practice</b> Is able to act as resource or assist colleagues and students in their use of technology and media communication tools	
<b>Evidence of Impact</b> Students use technology effectively during some instructional activities			<b>Evidence of Impact</b> Students effectively use technology and media communication tools to learn, as directed by the teacher		<b>Evidence of Impact</b> Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities		<b>Evidence of Impact</b> Students effectively assist each other in their use of technology and media communication tools	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.1

### Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

#### Quality Indicator 1: Effective use of assessments

New			Developing		Proficient		Distinguished	
7N1) The new teacher...			7D1) The developing teacher also...		7P1) The proficient teacher also...		7S1) The distinguished teacher also...	
Demonstrates the ability to create a variety of formal and informal student assessments to address specific learning goals, including modifications for students with special needs.			Effectively uses multiple assessment modes and approaches to assess learning goals, including modifications for students with special needs.		Identifies student’s prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		Identifies every student’s beginning knowledge/skill level and monitors each individual’s development during and after each instructional unit.	
Professional Frames								
<b>Evidence of Commitment</b> Lesson design includes formal and informal assessments			<b>Evidence of Commitment</b> Lesson design includes multiple assessment modes and approaches		<b>Evidence of Commitment</b> Lesson design includes assessing learner progress		<b>Evidence of Commitment</b> Lesson design includes opportunities to monitor student growth and development	
<b>Evidence of Practice</b> Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications			<b>Evidence of Practice</b> Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction		<b>Evidence of Practice</b> Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole		<b>Evidence of Practice</b> Engages in continuous monitoring of student growth and development that accurately identifies growth in student learning	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.2

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 2: Assessment data to improve learning

New			Developing		Proficient		Distinguished
7N2) The new teacher...			7D2) The developing teacher also...		7P2) The proficient teacher also...		7S2) The distinguished teacher also...
Has a basic knowledge of how data information and assessment results are necessary to improve learning activities.			Reviews trend data and growth in learning through comparison student work, of pre-/post- test results or similar mechanisms.		Uses a variety of instructional processes that help students understand objectives and their progress towards mastery.		Has clearly defined learning goals using tools such as rubrics, scoring guides, performance analyses, etc., that identify the knowledge and skills they intend for their students to acquire.
Professional Frames							
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A
<b>Evidence of Practice</b> Collects data information and assessment results for instructional planning and decision-making			<b>Evidence of Practice</b> Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions		<b>Evidence of Practice</b> Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students		<b>Evidence of Practice</b> Engages students in assisting with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals
<b>Evidence of Impact</b> Students engage in learning goals that advance mastery of content			<b>Evidence of Impact</b> Individual students and the whole class advance in their learning		<b>Evidence of Impact</b> Students understand the learning objectives and set personal goals for learning		<b>Evidence of Impact</b> Students acquire knowledge and skills based on their personal learning goals
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.3

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 3: Student-led assessment strategies

New			Developing		Proficient		Distinguished	
7N3) The new teacher...			7D3) The developing teacher also...		7P3) The proficient teacher also...		7S3) The distinguished teacher also...	
Demonstrates an understanding of how students can be taught and value assessing their own and other's learning and performance.			Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities.		Purposefully teaches his/her students how to think about their own learning, including setting personal goals by providing timely descriptive feedback.		Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills			<b>Evidence of Practice</b> Demonstrates use of a variety of assessment strategies and providing timely, descriptive feedback		<b>Evidence of Practice</b> Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals		<b>Evidence of Practice</b> Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others	
<b>Evidence of Impact</b> Students are prepared for the demands of particular assessment formats			<b>Evidence of Impact</b> Students become aware of their learning behaviors, strengths, needs and progress and are involved in personal-goal setting and self-assessment activities		<b>Evidence of Impact</b> Students think about their own learning, including setting personal goals		<b>Evidence of Impact</b> Students report on their own progress to the teacher, parents, and others	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 7.4

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 4: Effect of instruction on individual/class learning

New			Developing		Proficient		Distinguished
7N4) The new teacher...			7D4) The developing teacher also...		7P4) The proficient teacher also...		7S4) The distinguished teacher also...
Observes the effect of class instruction on individual and whole class learning.			Collects relevant information to plan future instruction.		Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives.		Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about individual and class achievement.
Professional Frames							
<b>Evidence of Commitment</b> Class instruction is designed to impact learning			<b>Evidence of Commitment</b> Planning for class instruction is based on data from previous learning		<b>Evidence of Commitment</b> Instruction design is modified based on data from previous learning		<b>Evidence of Commitment</b> Lesson design includes ongoing, consistent assessments
<b>Evidence of Practice</b> Collects information through observation of classroom interactions, higher order questioning, and analysis of student work			<b>Evidence of Practice</b> Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary		<b>Evidence of Practice</b> Modifies instruction based on observation data and monitors to confirm impact		<b>Evidence of Practice</b> Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.5

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 5: Communication of student progress and maintaining records

New			Developing		Proficient		Distinguished	
7N5) The new teacher...  Communicates student progress knowledgeably and responsibly, based on appropriate indicators, to students, families or colleagues.			7D5) The developing teacher also...  Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.		7P5) The proficient teacher also...  Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction and helps students self-assess and direct their own learning.		7S5) The distinguished teacher also...  Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress promoting continuous growth.	
Professional Frames								
<b>Evidence of Commitment</b> Records are in order and up-to-date  <b>Evidence of Practice</b> Maintains confidential records of student work and performance to use when communicating student status and progress  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Current, accurate information is maintained on each student’s status and progress  <b>Evidence of Practice</b> Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Plans for accurate and timely feedback based on multiple data points  <b>Evidence of Practice</b> Collects and uses feedback from multiple sources to determine a student’s status and progress and uses this to assist students in monitoring their own growth  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Models strategies to keep accurate records and information  <b>Evidence of Practice</b> Can present or act as a resource on maintaining records and the accurate use of date when communicating student  <b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.6

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 6: Collaborative data analysis

New			Developing		Proficient		Distinguished	
7N6) The new teacher...  Participates in the department, grade level and school data analyses process.			7D6) The developing teacher also...  Works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform grade-department level and/or school-wide decisions.		7P6) The proficient teacher also...  Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		7S6) The distinguished teacher also...  Is capable of acting in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.	
Professional Frames								
<b>Evidence of Commitment</b> Maintains data analysis information  <b>Evidence of Practice</b> Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Bases lesson design on data analysis  <b>Evidence of Practice</b> Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Can model how lesson design in positively impacted by data analysis  <b>Evidence of Practice</b> Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Plans for participating in a professional learning community activities  <b>Evidence of Practice</b> Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis  <b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 8.1

### Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

#### Quality Indicator 1: Self-assessment and improvement

New			Developing		Proficient		Distinguished	
8N1) The new teacher...			8D1) The developing teacher also...		8P1) The proficient teacher also...		8S1) The distinguished teacher also...	
Documents a variety of self-assessment and problem-solving strategies for reflecting on practice, influencing students' growth and learning, and the complex interactions between them.			Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.		Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
Professional Frames								
<b>Evidence of Commitment</b> Professional development plan documents self-assessment and reflection strategies			<b>Evidence of Commitment</b> Professional development plan documents ongoing self-assessment and reflection strategies		<b>Evidence of Commitment</b> Documents reflections on his/her instructional process and results that impact future planning		<b>Evidence of Commitment</b> Can provide direction and mentoring on maintaining effective professional development plans	
<b>Evidence of Practice</b> Engages in self-assessment and problem solving on improving their overall impact on student learning			<b>Evidence of Practice</b> Observations and conferences indicate attention to reflective practice and professional improvement		<b>Evidence of Practice</b> Uses reflections to direct future instruction and monitors the progress and evaluates results		<b>Evidence of Practice</b> Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 8.2

### Standard 8: Professionalism

#### Quality Indicator 2: Professional learning

New			Developing		Proficient		Distinguished	
8N2) The new teacher...			8D2) The developing teacher also...		8P2) The proficient teacher also...		8S2) The distinguished teacher also...	
Utilizes resources available for professional learning.			Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		Shares expertise with colleagues to the benefit of students in multiple classrooms.		Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.	
Professional Frames								
<b>Evidence of Commitment</b> A Professional Growth Plan has been developed that documents focus and priority areas			<b>Evidence of Commitment</b> Professional Growth Plan documents applied knowledge and new strategies for the classroom		<b>Evidence of Commitment</b> Professional Growth Plan documents strategies to share expertise and new strategies for the classroom		<b>Evidence of Commitment</b> Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning	
<b>Evidence of Practice</b> Uses mentor as a source of information and becomes aware of available professional learning resources			<b>Evidence of Practice</b> Practices in the classroom are impacted by new learning outside the classroom		<b>Evidence of Practice</b> Uses new learning to impact instruction and assessment with students and shares outcome with colleagues		<b>Evidence of Practice</b> Works on a review team or participates in the professional development committee to impact overall learning in the building	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 8.3

### Standard 8: Professionalism

#### Quality Indicator 3: Professional rights, responsibilities and ethical practices

New			Developing		Proficient		Distinguished	
8N3) The new teacher...			8D3) The developing teacher also...		8P3) The proficient teacher also...		8S3) The distinguished teacher also...	
Understands the influence of district policies and school procedures on classroom structure.			Aligns his/her classroom practices with district policies and school procedures and follows the code of conduct.		Is capable of assisting colleagues and mentor novice teachers in consistently implementing classroom practices with an understanding of the importance and impact of supporting policies and procedures.		Where appropriate and when given the opportunity, participates and influences the framing, revision and advocating of policies and procedures.	
Professional Frames								
<b>Evidence of Commitment</b> Maintains information on school procedures and policies			<b>Evidence of Commitment</b> Classroom structures and routines comply with school and district policies and procedures		<b>Evidence of Commitment</b> Maintains appropriate mentor and/or peer documentation (where applicable)		<b>Evidence of Commitment</b> Prepares and documents committee work	
<b>Evidence of Practice</b> Appropriately responds to questions regarding current school procedures and district policies			<b>Evidence of Practice</b> Manages behavior, maintains records, etc in accordance with district policies and school procedures and modifies policies and behaviors as necessary		<b>Evidence of Practice</b> Is appropriately knowledgeable on policies and procedures to serve as a resource, peer observer and/or mentor to ensure alignment and compliance of colleagues practice to policies and procedures		<b>Evidence of Practice</b> Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 9.1

### Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues and community members.

#### Quality Indicator 1: Induction and collegial activities

New			Developing		Proficient		Distinguished	
9N1) The new teacher...			9D1) The developing teacher also...		9P1) The proficient teacher also...		9S1) The distinguished teacher also...	
Works regularly with a mentor on all standards to build an understanding of their position, roles and responsibilities.			Participates in building a school-wide shared mission, vision, values and goals, and monitors and evaluates progress toward these goals, participates in curriculum and staff development, and works with her/her trained mentor to strengthen relationships in the school and community.		Participates in mentor training and relationship building efforts in the school, district and community and is aware of the state’s mentor standards.		Is capable of providing leadership in building a school-wide shared mission, vision, values and goals and is able to act as a trained mentor to assist with relationship building efforts in the school and community for the benefit of students.	
Professional Frames								
<b>Evidence of Commitment</b> Documents support and growth in mentor logs and aligned to the state’s mentor standards			<b>Evidence of Commitment</b> Maintains mentor logs document support and growth and aligned to the state’s mentor standards		<b>Evidence of Commitment</b> Professional Growth Plan is documentation of the mentor training		<b>Evidence of Commitment</b> Mentor logs document work with new teachers	
<b>Evidence of Practice</b> Meets regularly with a mentor to discuss all induction and socialization issues			<b>Evidence of Practice</b> Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff		<b>Evidence of Practice</b> Is willing to be trained as a mentor on the state’s mentor standards and to assist other new staff in their induction and socialization		<b>Evidence of Practice</b> Is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 9.2

### Standard 9: Professional Collaboration

#### Quality Indicator 2: Collaborating to meet student needs

New			Developing		Proficient		Distinguished	
9N2) The new teacher...			9D2) The developing teacher also...		9P2) The proficient teacher also...		9S2) The distinguished teacher also...	
Knows how to work with others across the system to identify and provide needed services to support individual learners and works with a mentor to assist the larger professional community.			Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs as well as with others across the system to identify and provide needed services to support individual learners.		Consistently works with colleagues and administrators at the school level to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.		Is capable of taking a leadership role in working with the larger professional community and knows how to work with others across the system to identify and provide needed services to support individual learners.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school			Evidence of Practice Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success		Evidence of Practice Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school		Evidence of Practice Actively leads in the implementation and evaluation of strategies that address needs and services in the school	
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 9.3

### Standard 9: Professional Collaboration

#### Quality Indicator 3: Cooperative partnerships in support of student learning

New			Developing		Proficient		Distinguished	
9N3) The new teacher...			9D3) The developing teacher also...		9P3) The proficient teacher also...		9S3) The distinguished teacher also...	
Seeks opportunities to develop relationships and cooperative partnerships with students, families and communities in support of student learning and well-being.			Works with colleagues and administrators at the school and district level to cultivate partnerships with students, families and communities in support of student learning and well-being.		Consistently engages with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.		Is capable of taking an active leadership role with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being			Evidence of Practice Demonstrates regular engagement with students, families and the community to cultivate partnerships and explores ways to assess the impact of the partnerships		Evidence of Practice Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed		Evidence of Practice Serves in a leadership role in developing partnerships with students, families and the community and advocates for changes that support student learning and well-being	
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
Score =	0	1	2	3	4	5	6	7

## Standards and Indicators in Professional Frames

(PC 19/36 = 52%) (PP 36/36 = 100%) (PI 23/36 = 63%)

St/QI	Indicator	Professional Frames		
		Comm	Pract	Impact
	<b>Content knowledge aligned with instruction</b>			
1.1	Content knowledge and academic language	X	X	X
1.2	Student engagement in subject matter		X	X
1.3	Disciplinary research and inquiry methodologies		X	X
1.4	Interdisciplinary instruction		X	X
1.5	Diverse social and cultural perspectives	X	X	X
	<b>Student learning, growth and development</b>			
2.1	Cognitive, social, emotional and physical development	X	X	X
2.2	Student goals		X	X
2.3	Theory of learning	X	X	X
2.4	Differentiated lesson design	X	X	X
2.5	Prior experiences, learning styles, multiple intelligences, strengths and needs	X	X	X
2.6	Language, culture, family & knowledge of community		X	X
	<b>Curriculum implementation</b>			
3.1	Implementation of curriculum standards	X	X	
3.2	Lessons for diverse learners		X	X
3.3	Instructional goals and differentiated instructional strategies	X	X	
	<b>Critical thinking</b>			
4.1	Instructional strategies leading to student engagement in problem-solving & critical thinking		X	X
4.2	Appropriate use of instructional resources to enhance student learning	X	X	X
4.3	Cooperative, small group, and independent learning		X	X
	<b>Positive classroom environment</b>			
5.1	Classroom management, motivation, and engagement		X	X
5.2	Managing time, space, transitions, and activities	X	X	X
5.3	Classroom, school and community culture		X	X
	<b>Effective Communication</b>			
6.1	Verbal and nonverbal communication	X	X	
6.2	Sensitivity to culture, gender, intellectual and physical differences		X	X
6.3	Learner expression in speaking, writing and other media		X	X
6.4	Technology and media communication tools		X	X

	<b>Student assessment and data analysis</b>			
7.1	Effective use of assessments	X	X	
7.2	Assessment data to improve learning		X	X
7.3	Student-led assessment strategies		X	X
7.4	Effect of instruction on individual/class learning	X	X	
7.5	Communication of student progress and maintaining records	X	X	
7.6	Collaborative data analysis	X	X	
	<b>Professionalism</b>			
8.1	Self-assessment and improvement	X	X	
8.2	Professional learning	X	X	
8.3	Professional rights, responsibilities and ethical practices	X	X	
	<b>Professional Collaboration</b>			
9.1	Induction and collegial activities	X	X	
9.2	Collaborating to Meet Student Needs		X	
9.3	Cooperative partnerships in support of student learning		X	

## Possible Sources of Evidence

### Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Uses a variety of supplemental materials</li> <li>• The teacher can relate the GLE's and/or CLE's to content objectives in lesson plans</li> <li>• Classroom observation data</li> <li>• Lesson plans</li> <li>• Praxis scores</li> <li>• Engagement strategies</li> <li>• Observation forms focused on student engagement</li> <li>• IPI data</li> <li>• Instruction indicates a basic level of understanding about research and inquiry methodologies</li> <li>• Can articulate the importance of students using research and inquiry methodologies</li> <li>• Lesson plans indicate inquiry and research</li> <li>• Learning activities make interdisciplinary content connections</li> <li>• Students interact with various social and cultural perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction indicates an appreciation of the complexity and ever evolving nature of the content</li> <li>• Assessment practices provide data on student's use of academic language</li> <li>• Classroom observation data</li> <li>• Student assessment data</li> <li>• Engagement strategies</li> <li>• Accepted methods of research in the content area are identifiable in lesson plans and observations of instructional practice</li> <li>• Students are engaged in inquiry and research</li> <li>• Student product or work samples demonstrate interdisciplinary themes</li> <li>• Instructional activities include global perspectives and/or critical examination of bias</li> <li>• Student understanding increases regarding national, regional and ethnic contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Students use critical vocabulary in context correctly in an instructional product</li> <li>• Primary source documents are supplemented with relevant academic material</li> <li>• Student portfolios or work samples</li> <li>• Classroom observation data</li> <li>• Student assessment data</li> <li>• Assessment practices confirm student status and progress</li> <li>• Documentation of alignment of engagement to achievement</li> <li>• Student projects require analysis of complex issues</li> <li>• Students demonstrate the ability to analyze using perspectives from a variety of disciplines</li> <li>• Conduct reviews and research to build background knowledge</li> <li>• Video student discussions</li> <li>• Students question and challenge conventional assumptions and standard approaches</li> <li>• Students can innovate and propose possible solutions to global challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Professional organization presentations and/or publications</li> <li>• Provides professional development for other teachers</li> <li>• Assessments are used to determine if students can communicate academic language effectively</li> <li>• Intervention or enrichment strategies are used based on student data</li> <li>• Research or articles</li> <li>• Observation of student led engagement strategies</li> <li>• Student self reflection log</li> <li>• Assessment data indicates that student capacity at research and inquiry has increased</li> <li>• Students use real world application of inquiry and research</li> <li>• Student products</li> <li>• Outside research/collaboration</li> <li>• Incorporates current interdisciplinary themes into classroom learning experiences</li> <li>• Real world partners interact with students</li> <li>• Students offer ideas to improve their community and world</li> </ul>

## Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Maintains assessment data and records to determine individual student development</li> <li>• Instructional decisions are based on an understanding of how students develop</li> <li>• Assessment data</li> <li>• Lesson plans</li> <li>• Classroom observation data</li> <li>• Students exhibit responsible behavior in the classroom/school</li> <li>• Posted rules, procedures, etc.</li> <li>• Student planners</li> <li>• Formal/informal assessments</li> <li>• Demonstrates knowledge of community culture and values</li> <li>• Demonstrates a respectful regard for each student</li> <li>• Accurately maintains records on student's experiences, styles, intelligences, strengths and needs</li> <li>• Professional growth plan</li> <li>• Personnel file</li> <li>• Teacher interview</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Examples or research on models of growth and development are used as a resource</li> <li>• Current information on models of growth and development are reviewed regularly and applied</li> <li>• Articles and research on growth and development</li> <li>• Classroom practices, routines and instruction emphasizes students setting goals</li> <li>• Assessment data verifies that student goals have been met</li> <li>• Alignment of class work with planner</li> <li>• Demonstrates understanding of student's demographic and biographical data</li> <li>• Seeks feedback from parents and students regarding teacher respect</li> <li>• Learning activities highlight and build off students individual characteristics</li> <li>• Lesson plans</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data informs decisions on instruction and learning activities</li> <li>• Lesson plans</li> <li>• Classroom observation data</li> <li>• Students engage in self-reflection practices in regards to setting goals and organization</li> <li>• Rubrics and scoring guides</li> <li>• Self reflection document</li> <li>• Classroom routines and procedures highlight student respect for others</li> <li>• Reads appropriate articles, publications, etc. and documents in their professional growth plan</li> <li>• Educational environment appears welcoming, stimulating and inviting</li> <li>• Environment includes samples of student work</li> <li>• Student and/or parent feedback</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Shares assessment data and practices with colleagues</li> <li>• Meeting agenda's showing collaboration</li> <li>• Professional growth plans</li> <li>• Assist colleagues on setting appropriate classroom routines and procedures</li> <li>• Students work productively to achieve learning goals</li> <li>• Student portfolios; observations</li> <li>• Communication with families is regular and respectful</li> <li>• Engages in community activities</li> <li>• Mentors new teachers and provides assistance on using theories of learning in the classroom</li> <li>• Feedback from students and parents (e.g. surveys that indicate trust and positive relationships exist in the classroom)</li> <li>• Reports from parents/counselors</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>

### Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements and evaluates curriculum based upon student, district and state standards data.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>Aligns classroom activities to state and district standards</li> <li>Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities</li> <li>A connection is present between learning activities and needs of diverse learners</li> <li>Engages in evaluation practices relative to long and short-term goals</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards</li> <li>Classroom observations verify a variety of learning experiences occur</li> <li>Use of a variety of activities (i.e. instructional approaches, learning modalities, etc.)</li> <li>Ongoing assessment of diverse learning needs provides direction for future lessons</li> <li>Resources used support the needs of diverse learners and enhance instruction</li> </ul>	<ul style="list-style-type: none"> <li>Essential learning outcomes of a unit are identified</li> <li>Use of specific learning activities to address curriculum objectives</li> <li>Student data indicates objectives are mastered</li> <li>Teacher reflection indicates the utilization the collection of data to influence instructional planning, pacing and delivery</li> <li>Teacher reflection indicates analysis, adjustments and modification of instructional planning implementation to achieve increased student success</li> </ul>	<ul style="list-style-type: none"> <li>Serves on curriculum review committees</li> <li>Participates in formal and informal collegial support activities including curriculum review committees</li> <li>Administrative observation indicates both formal and informal collegial interaction and support</li> <li>Is able to assist colleagues in evaluating lessons relative to long and short-term goals</li> <li>Can offer presentations or act as an ongoing resource in curricula areas</li> <li>Attendance on committees</li> </ul>

## Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills including technological resources.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>Lesson plans indicate intentional instructional strategies to activate student engagement</li> <li>Student work and feedback demonstrate basic understanding of the concept of critical thinking and steps necessary to problem-solve</li> <li>Understands how to use instructional resources including technology to enhance the teaching and learning process</li> <li>Can transition into, facilitate and manage individual and cooperative learning activities</li> <li>Essential questions to expand critical thinking skills</li> <li>Open-ended projects including multiple solutions</li> <li>Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities require students to use higher order thinking and problem-solving skills</li> <li>Observations (e.g. classroom walk-through) includes an instructional strategies checklist and provides data on percentage of students engaged</li> <li>Student understanding and use of technological literacy as it applies to modern industry and communication</li> <li>Demonstrates the ability to determine which learning situation is most appropriate for which lesson</li> <li>List of instructional resources</li> <li>Alignment between resources and strategies to promote critical thinking and problem-solving</li> <li>Essential questions to expand critical thinking skills</li> <li>Open-ended projects including multiple solutions</li> <li>Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans indicate the use of a range of instructional techniques and resources</li> <li>Anecdotal data and formative evaluations consistently reveal the use of effective instructional techniques</li> <li>Student assessment data indicates a positive impact of instructional resources on student learning</li> <li>Essential questions to expand critical thinking skills</li> <li>Open-ended projects including multiple solutions</li> <li>Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>The use of advanced instructional techniques are confirmed through a high level of student achievement</li> <li>Feedback from peers and mentees indicate effective instructional leadership</li> <li>Students are engaged in the skills of analysis, synthesis and interpretation</li> <li>Students are able to create original products using aspects of technology literacy</li> <li>Essential questions to expand critical thinking skills</li> <li>Open-ended projects including multiple solutions</li> <li>Class debates to defend solutions</li> </ul>

## Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Motivation and engagement strategies</li> <li>• Organizes classroom and routines with regard to management of time, space, transitions and activities</li> <li>• Engages in practices to learn the culture of the school and community</li> <li>• Lesson plans indicate influence of culture on learning</li> <li>• Teacher interviews</li> <li>• Pre-post conferences</li> <li>• Attendance at community and school events</li> </ul>	<ul style="list-style-type: none"> <li>• Uses motivation and engagement strategies in the classroom</li> <li>• Self-reflects on the effectiveness of motivation and engagement strategies</li> <li>• Student engagement levels are impacted by time, space, transitions and activities</li> <li>• Classroom environment is impacted by the culture of the school and community</li> <li>• Pre-post conference</li> <li>• Self-reflection notes</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflects and evaluation on the effectiveness of motivation and engagement strategies guides future use</li> <li>• Engagement data indicates a strong impact from the management of time, space, transitions and activities</li> <li>• Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community</li> <li>• Self-reflection notes</li> </ul>	<ul style="list-style-type: none"> <li>• Continually refines the use of motivation and engagement strategies based on evaluation data</li> <li>• Students are self-directed as a result of the management of time, space, transitions and activities</li> <li>• Students participate in forming the classroom environment based on the culture of the school and community</li> <li>• Students participate in evaluating the environment of the classroom and school and its impact on learning</li> <li>• Professional development plan</li> <li>• Observation focused on self-directed student engagement</li> </ul>

## Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Uses correct grammar in classroom communication and materials</li> <li>• Exhibits understanding of and empathy toward student needs</li> <li>• Plans for expanding students ability to speak, write, listen and use other media</li> <li>• Connects use of technology and media communication tools to enhance learning activities</li> <li>• Newsletters, memos, letters, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.</li> <li>• Students demonstrate understanding of and empathy toward others</li> <li>• Lesson plans indicate an effort to expand students ability to speak, write, listen and use other media</li> <li>• Demonstrates how technology and media communication tools can enhance student learning</li> <li>• Student work samples; portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Uses strategies to assess the impact of their communication</li> <li>• Guides students to use effective communication</li> <li>• Students understand differences in culture, gender and intellectual and physical differences</li> <li>• Students evaluate the effectiveness of their own speaking, writing, listening and use of other media</li> <li>• Students are able to select appropriate technology and media communication tools to support their learning</li> <li>• Student data indicating effective and correct communication</li> <li>• Lesson plans indicating activities on respect</li> <li>• Writing assignments</li> <li>• Student work samples; portfolio projects</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Assists other colleagues with creative effective, correct communication</li> <li>• Contributes to the overall effective and correct communication coming from the school to the larger community</li> <li>• Students exhibit behaviors that demonstrate respect for others</li> <li>• Students encourage and model respect for one another</li> <li>• Expands their understanding of how technology and media communication tools can enhance learning activities</li> <li>• Evidence of assistance in helping colleagues with communication</li> <li>• School newsletters, website, memos, etc.</li> <li>• Presentation materials, newsletters, letter to editor, etc.</li> <li>• Mentor log</li> </ul>

## Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>Assessment data guides decisions about specific learning goals</li> <li>Teacher created assessments</li> <li>Formal assessments</li> <li>Data information and assessment results</li> <li>Lesson plans using data</li> <li>Creates connections on how each assessment format demands particular types of knowledge/skills</li> <li>Various assessments</li> <li>Scoring guides</li> <li>Reflective dialogue on the lesson plan of how the new teacher uses group instructional data to impact learning</li> <li>Is responsible and knowledgeable when communicating student status and progress</li> <li>Communication logs</li> <li>Samples of student progress reports</li> <li>Participates in data team training or works with mentor on data analysis</li> <li>Attendance record/sign-in sheet</li> <li>Meeting notes</li> <li>Mentor log</li> </ul>	<ul style="list-style-type: none"> <li>Has assessment data on student status and progress prior, during and after instruction</li> <li>A plan of assessments that addresses learning goals</li> <li>Using pre and post results or other comparison data to confirm growth in learning</li> <li>Trend data</li> <li>Student learning goals</li> <li>Samples of written feedback to students that were done in a reasonable timeframe</li> <li>Information to plan mature lesson plans</li> <li>Adjustments or modifications to lessons</li> <li>Can provide evidence that confirms students status and progress</li> <li>Samples of progress reports using concrete student data</li> <li>Evidence of student progress</li> <li>Participates in meetings with other colleagues regarding data analysis</li> <li>Uses information or collective decisions to inform practice</li> <li>Meeting notes</li> <li>Study Group log/minutes</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data accurately describes the status and progress</li> <li>Student work samples, projects</li> <li>Use of rubrics</li> <li>Unit instructional and assessment plan</li> <li>Students clearly understand expectations and work to achieve them</li> <li>Student learning goals</li> <li>Student data folder or portfolio</li> <li>Conducts further observations and collection of data to confirm impact</li> <li>Mature lesson plans that address both whole class and individual needs</li> <li>Examples of modifications</li> <li>Samples of progress reports using multiple forms of concrete student data</li> <li>Samples of opportunities for feedback from parents or others</li> <li>Attendance record/sign-in sheet</li> <li>Meeting notes</li> <li>Study Group log/minutes</li> <li>Evidence of changed practice</li> </ul>	<ul style="list-style-type: none"> <li>Assists students and colleagues in the accurate use of assessment data</li> <li>Mentor log</li> <li>Running Records or Running Charts</li> <li>Students assist with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals</li> <li>Samples of student goals statements</li> <li>Feedback from colleagues</li> <li>Adjusts instruction to maximize student learning of instructional objectives</li> <li>Presentation materials</li> <li>Examples of modifications</li> <li>Assists with helping others understand data analysis and how it can impact practice</li> <li>Attendance record/sign-in sheet</li> <li>Meeting notes</li> <li>Study group log/minutes</li> <li>Evidence of changed practice</li> </ul>

## Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>• Lesson planning shows the use of self-assessment to allow for instructional change</li> <li>• Professional growth plans</li> <li>• Meetings with mentor</li> <li>• Mentor log</li> <li>• List of resources examines classroom structure to ensure compliance</li> <li>• Answers to policy and procedure questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson planning shows continuing growth in the use of self assessment to improve instruction</li> <li>• Professional growth is aligned to new learning at conferences, in articles, etc.</li> <li>• Practices in the classroom are impacted by new learning outside the classroom</li> <li>• Evidence of change in instruction based on professional learning (lesson plans, behavior logs, professional growth plans)</li> <li>• Behavior management plans and lesson plans</li> <li>• Attendance data, classroom rules, etc.</li> <li>• Documented changes to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of data team, grade-level or vertical teaming participation</li> <li>• Agenda or minutes from meetings</li> <li>• Student growth data</li> <li>• Demonstrates new learning for colleagues or is available to provide support</li> <li>• Presentation artifacts: agenda, hand outs, video</li> <li>• Student growth data demonstrating impact</li> <li>• Mentoring logs</li> <li>• Committee Participation</li> <li>• Can act as a peer observer to ensure alignment and compliance of colleagues practice to policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Works with colleagues to become a reflective practitioner</li> <li>• Meeting notes indicate leadership role</li> <li>• Data from colleagues self-reflection practice</li> <li>• Engages in a strategy to evaluate the effectiveness of overall learning in the building</li> <li>• Meeting minutes from review team or professional development committee</li> <li>• Evaluation data</li> <li>• Presentation artifacts – agenda, hand outs, video</li> <li>• Professional membership and /or committee leadership</li> <li>• Regional or state committees</li> <li>• Presentation materials</li> </ul>

## Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues and community members.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>• Mentor log</li> <li>• Vision, mission and goals posted or accessible</li> <li>• Professional Growth Plan</li> <li>• Works to meet colleagues and begin to build relationships</li> <li>• School services and needs</li> <li>• Knowledgeable of staff and positions</li> <li>• Works to understand concerns and needs regarding student learning and well-being</li> <li>• Participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Knowledge of students and families and community issues</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to supporting progress on the mission, vision and goals</li> <li>• Mentor log</li> <li>• Documentation of participation hours on PDC and in professional development; reflection on progress</li> <li>• Participates in professional community structure and meetings</li> <li>• Meeting attendance</li> <li>• Documented discussions and recommendations</li> <li>• Demonstrates regular participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Assessment data on participation impact</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to be trained as a mentor to assist other new staff</li> <li>• Reflection on goal progress</li> <li>• Documentation of mentor training</li> <li>• Is an active and engaged member of the professional learning community within the school</li> <li>• Documented strategies</li> <li>• Meeting notes and agendas</li> <li>• Demonstrates in ongoing participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Evaluation data on the impact of partnerships on student learning and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Assists with assessing the progress or revising the mission, vision and goals</li> <li>• Attendance on review committee</li> <li>• Service as a mentor</li> <li>• Documentation of leadership roles</li> <li>• Implements and evaluates strategies that address needs and services in the school</li> <li>• Meeting notes and agendas</li> <li>• Evaluation data</li> <li>• Advocates for changes that support student learning and well-being</li> <li>• Documented leadership role</li> <li>• Documented recommendations or changes</li> </ul>



# Principal Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

# Principal Evaluation Protocol

## Introduction

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. These include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and are multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Principal Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following seven steps:

## Step 1: Identification of the indicators to be assessed

### Rationale

Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the principal. The indicators identified create an alignment between the district improvement plan and the improvement plan of the school.

### Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for the returning principal but may occur during the summer for a first year principal. Other indicators may be identified at any time based on issues and needs that arise. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A minimum of three indicators per principal per year that are:
  - Based on student and/or staff needs
  - Represents priorities of the building/district leadership for that principal
  - Based on potential growth opportunities for the principal and are determined in collaboration between the superintendent and principal

4. At a minimum two of the three indicators address metrics on both practice and impact professional frames
5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

### Example

Based on student data and documented improvement areas in the district Comprehensive School Improvement Plan (CSIP), elementary students are struggling with reading comprehension. Data suggests this is an improvement area for Mr. Peters' Elementary building as well. In an attempt to address this student leaning need, the superintendent is directing all principals in the district to work on Indicator 2.2 "Provide Effective Instructional Program" and 3.2 "Lead Personnel". In addition, Mr. Peters, in consultation with his superintendent, has identified Professional Impact Indicator 2.3 "Ensure Comprehensive Professional Growth Plans" in order to better align professional learning to the priority areas of the building. For this year, Mr. Peters' area of focus will be on the three indicators:

1. Indicator 2.2 Provide Effective Instructional Program
2. Indicator 3.2 Lead Personnel
3. Indicator 2.3 Ensure Comprehensive Professional Growth Plans

All three indicators include metrics from the professional commitment, practice and impact frames.

## Step 2: Determine average baseline score for the identified indicators for each teacher

### Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an accurate assessment of status as well as growth on an indicator.

### Description

A rating scale provides a numerical placement on each identified indicator. The total of those scores divided by the number of identified indicators creates the average indicator score. This numerical rating, serving as a "pre-test", establishes an average baseline score and creates an expectation for growth (see Step 6). The average baseline score for returning principals working on the same indicator will use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator.

The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator. The average baseline indicator score is determined by doing the following:

1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator

#### **RATING SCALE**

Not present	0
New	1-2
Developing	3-4
Proficient	5-6
Distinguished	7

2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score
3. Determine the total indicator score by adding together the separate individual scores
4. Divide by the number of assessed indicators to establish an Average Indicator Score (AIS)



#### **Example**

Mr. Peters received the following ratings on his baseline assessment:

- A score of “3 Developing” on Indicator 2.2
- A score of “4 Developing” on Indicator 3.2
- A score of “4 Developing” on Indicator 2.3

The combined total 11 is then divided by 3 since he was assessed on 3 indicators overall. This yields an average indicator score of 3.66. This average baseline score provides Mr. Peters a starting point on each indicator and establishes an expectation for growth (see Step 6). (I.e. Total Score 11 / 3 Assessed Indicators = 3.66 as an Average Indicator Score – AIS)

### Step 3: Develop a Growth Plan (i.e. a professional learning/development plan or improvement plan)

#### Rationale

The primary purpose of the Principal Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into realized growth.

#### Description

The numerical rating based on the growth guides identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing new learning and skills to achieve the expectation of growth.

The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of new learning, the practice of skills, and timelines. The plan of study includes the following:

1. Corresponds to the examples of evidence provided in the appropriate growth guide
2. Is written in a Plan/Do/Study/Act format
3. Includes specific strategies for application of new learning
4. Utilizes building and district human and material resources

#### Example

Using the growth guides for his identified indicators, Mr. Peters consults the possible sources of evidence document to determine which new learning and skills would be most appropriate given the particular needs of his elementary school. He articulates the following in his Growth Plan:

- Professional Practice 2.2  
He participates regularly on teacher planning sessions on instruction and assessment
- Professional Practice 3.2  
He builds collective commitment strategies with staff to focus on Reading comprehension
- Professional Impact 2.3  
He schedules regular observation opportunities to assess the application of new learning

He will support these with appropriate articles and research. The local Professional Development Committee (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective principals in other buildings in the district.

## Step 4: Regularly assess progress on the growth plan

### Rationale

In keeping with the research on formative development, the essential role of practice and feedback ensures the acquisition and application of new learning and skills improving effective practice which will result in improved learning for students.

### Description

Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly that new learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five follow-up assessments should occur on each identified indicator
2. All follow-up assessments should include formal and/or informal feedback
3. Less formal follow-up assessments may be completed by mentors, coaches, peers, external consultants, etc.
4. Formal follow-up session(s) may also be completed by the administrator. Local practice should determine this decision by the administrator and be documented in the growth plan.
5. Numerical scoring for follow-up assessments is optional, but is often helpful to accurately determine progress

### Example

Mr. Peters monitors progress on the particular skills he has chosen in his Growth Plan. The PDC provides access to information and the district assistant superintendent agrees to participate in some informal observations. The assistant superintendent watches for demonstration of the skills he is working on and provides targeted feedback on his progress. The regional professional development center informs him of additional resources as well. Based on this feedback, Mr. Peters begins to make progress acquiring new knowledge and applying new skills.

## Step 5: Determine an average final score for the identified indicators for each principal

### Rationale

To determine growth on an indicator, it is necessary to compare the final average score to the baseline average score. The comparison provides a measure of growth while the final average score a determination of status on each identified indicator.

### Description

A rating scale provides a numerical placement on each identified indicator. The total of those scores divided by the number of identified indicators creates the average indicator score. This numerical rating establishes a final average score and serves as a type of “post-test” on each particular identified indicator. This final average score may become the new baseline score for returning principals that will be working on the same indicator next year. The average final indicator score is determined by doing the following:

1. Use appropriate rubrics and rating scale to determine individual scores for each identified indicator

#### **RATING SCALE**

Not present	0
New	1-2
Developing	3-4
Proficient	5-6
Distinguished	7

2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score
3. Determine the total indicator score by adding together the separate individual scores
4. Divide by the number of assessed indicators to establish an Average Indicator Score (AIS)

### Example

Mr. Peters received the following ratings on his final assessment:

- A score of “4 Developing” on Indicator 2.2
- A score of “5 Proficient” on Indicator 3.2
- A score of “6 Proficient” on Indicator 2.3

The combined total 15 is then divided by 3 since he was assessed on 3 indicators overall. This yields an average final indicator score of 5.00. This average final score provides him a status determination on each indicator and an overall growth of 1.34.  
( I.e. Total Score 15 / 3 Assessed Indicators = 5.00 as an Average Indicator Score – AIS; Growth Score 5.00 – 3.66 = 1.34)

## Step 6: Use the baseline and final AIS scores to determine overall performance

### Rationale

Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning and staff needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

### Description

An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The AIS scores establish a rating of how well an indicator was performed in the “post-test” assessment and the amount of growth that occurred in each indicator between the “pre-test” and “post-test” assessments.

Overall performance takes into account both the final average score of identified indicators as well as the amount of growth that occurred between the initial “pre-test” and the final “post-test” assessment on performance on those indicators. The following is used to inform this determination:

1. Status: the average final indicator score provides an overall rating on the status of performance
2. Growth: the average final indicator score minus the average baseline indicator score provides an overall rating on the growth of performance (see chart below)

NOTE: YEARS OF LEADERSHIP – a determination of “proficient” for the leader is based on the following:

- Misalignment between performance levels in commitment/practice and impact are areas of concern and should be noted as a part of the Professional Growth Plan
- On completion of the 5<sup>th</sup> year of leadership, assessed indicators will average at the developing level or higher
- Between the 6<sup>th</sup> and 10<sup>th</sup> years of leadership, assessed indicators will average at the proficient level
- Over 10 years of leadership, assessed indicators will average minimally at the proficient level

NOTE: STATUS RATINGS

- New: evidence indicates insufficient or absence of any mastery of assessed indicators relative to years of leadership experience
- Developing: evidence indicates rudimentary levels of mastery of assessed indicators relative to years of leadership experience
- Proficient: evidence indicates sufficient mastery of assessed indicators relative to years of leadership experience
- Distinguished: evidence indicates exemplary levels of mastery of assessed indicators relative to years of leadership experience

### Example

Mr. Peters' final ratings on his identified indicators show improved effective practice on specific research-based targets intended to improve the practice of his staff and the overall learning of his elementary students. His overall performance as principal is documented, reliable and valid.

- Indicator 2.2 Provide Effective Instructional Program  
Baseline = 3 Developing      Final = 4 Developing      Growth = 1
- Indicator 3.2 Lead Personnel  
Baseline = 4 Developing      Final = 5 Developing      Growth = 1
- Indicator 2.3 Design Comprehensive Professional Growth Plans  
Baseline = 4 Developing      Final = 6 Proficient      Growth = 2

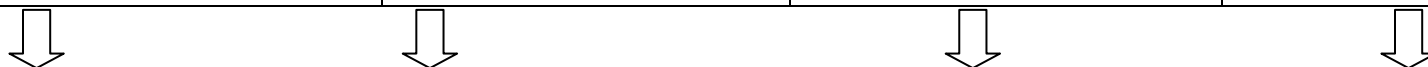
This data provides a profile of Mrs. Peters' areas of strength across three indicators. It also provides a profile about areas of greatest and least growth. This data, in addition to data about growth in student learning, can provide connections between improving effective practice and improving student learning.

## Overall Growth and Final Status of Each Identified Indicator



## Status Determination Chart

Years of Leadership		New	Developing	Proficient	Distinguished
0 - 2		AIS 0 – 0.4	AIS 0.5 – 1.4	AIS 1.5 – 2.4	AIS 2.5 – 7.0
3 - 5		AIS 0 – 2.4	AIS 2.5 – 3.4	AIS 3.5 – 4.4	AIS 4.5 – 7.0
6 - 10		AIS 0 – 3.9	AIS 4.0 – 4.9	AIS 5.0 – 5.9	AIS 6.0 – 7.0
Over 10		AIS 0 – 4.4	AIS 4.5 – 5.4	AIS 5.5 – 6.4	AIS 6.5 – 7.0



Growth Expectation Chart (Based on Status)									
New Status		Developing Baseline Status			Proficient Baseline Status			Distinguished Baseline Status	
Growth required to move from New Status to Developing Status		Growth Expectation			Growth Expectation			Growth Expectation	
		Minimal Growth	Average Growth	Exemplary Growth	Minimal Growth	Average Growth	Exemplary Growth	Final Status of 6.6 or higher rating, growth is considered MET. If not,	
		1.5	2.0	2.5	0.5	1.0	1.5	0.5 or more	

## Step 7: Monitor the impact of improved effective practice on staff and student performance

### Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve staff and student performance. The verification of this improvement completes the process.

### Description

The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring teacher practice and student learning growth caused by a principal's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

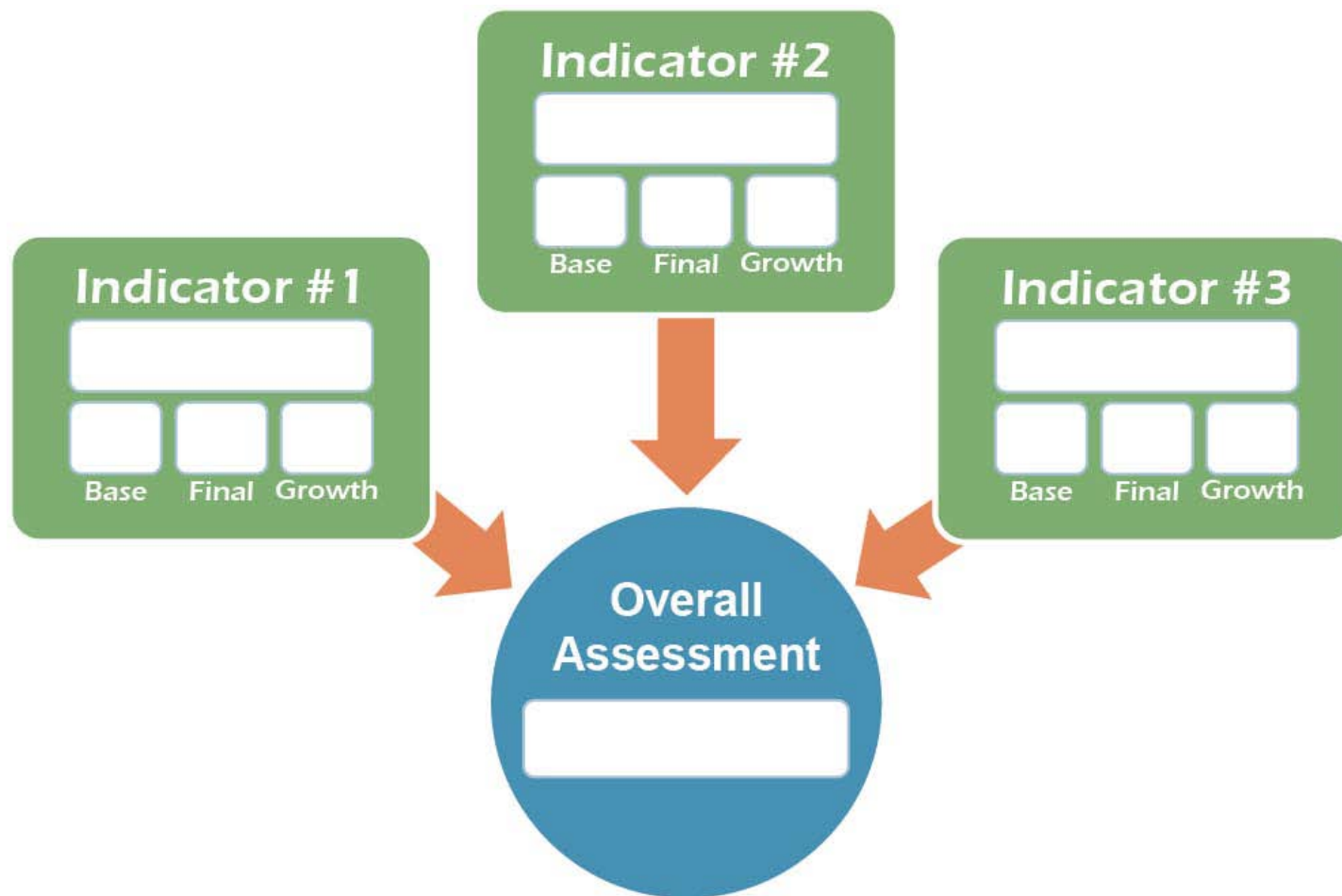
1. Assess whether the particular areas of improvement of effective practice impacted teacher practice and student learning
2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
3. Reflect on personal growth and possible future opportunities for continued growth
4. Plan ahead for opportunities of growth and select indicators for next year (timeline will vary for 1<sup>st</sup> year principals)
5. Continue to acquire new knowledge and improve skills

### Example

Mr. Peters continues to monitor the learning of students in his school. He particularly reflects on how new learning and skills from the evaluation process have contributed to the improved practice of his teachers and increases in student learning. In consultation with the superintendent, he begins to plan which particular indicators would be most appropriate for him to focus on next year. Their consultation includes consideration of working on some of the same indicators next year. He will use his summer months to continue his learning in ways that will improve his performance on the indicators he will work on next year.

## Timeline for completion of the Principal Evaluation Protocol

Step #	Step 1	Step 2	Steps 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify indicators to be assessed	Determine average baseline score	Develop a Growth Plan	Regularly assess progress on the Growth Plan	Determine average final score	Status and growth determines overall performance	Monitor the impact of improved practice on student performance
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and identify areas of strength and opportunities for growth.	Based on the opportunities for growth and their baseline scores, determine an appropriate plan of study that includes the practice and application of new knowledge and skills.	Conduct follow-up assessments of identified indicators (minimum of 3) to determine progress.  Use the appropriate growth guides and repeated opportunities for practice.  Provide targeted feedback on areas of strength and opportunities for growth.	Conduct a final assessment of identified indicators. Determine overall progress on the plan of study as evidenced by the appropriate rubrics.	Determine the final status and growth score to inform employment determination. Act on the final determination by the 15 <sup>th</sup> of March.	Continue to monitor student growth and reflect on the impact of improved effective practice.  Reflect on progress on growth opportunities.  Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline 1 <sup>st</sup> year Principal	Summer - Aug	Sept	Oct	November through February		By Mar 15	April – May – Summer
Timeline Returning Principal	April – Summer	Aug - Oct	November through February			Early Spring	April – May – Summer



Employment determinations may be based on an administrator profile of the three separate indicators or as an average of all three indicators.

Year	Indicator:		Indicator:		Indicator:		Rating
	Growth	Status	Growth	Status	Growth	Status	Overall
2012 – 2013	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2013 – 2014	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2014 – 2015	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2015 – 2016	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2016 – 2017	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	

# Professional Frames of the Principal

## Data Sources



## Leader Growth Guide 1.1

### Standard 1: Vision, Mission and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

#### Quality Indicator 1: Develop and Articulate a Vision

New			Developing		Proficient		Distinguished	
1N1) The new leader...  Applies an existing vision of learning that promotes success of all students based on relevant knowledge, current theories and aligned to school and district goals.			1D1) The developing leader also...  Collaboratively revises a vision of learning that promotes success of all students.		1P1) The proficient leader also...  Consistently and effectively communicates to all stakeholders the school’s vision of learning.		1S1) The distinguished leader also...  Evaluates and modifies as necessary the school’s vision of learning ensuring that it promotes success of all students and is based on relevant knowledge and current theories.	
Professional Frames								
<b>Evidence of Commitment</b> The school has vision of learning that promotes the success of all students			<b>Evidence of Commitment</b> An official process exists to revise the school vision with input from key stakeholders		<b>Evidence of Commitment</b> A plan exists for the consistent and effective communication of the vision to all stakeholders		<b>Evidence of Commitment</b> A plan/process exists for the regular evaluation and, as necessary, modification of the school’s vision	
<b>Evidence of Practice</b> Learns the history of the vision, mission and goals and determine the extent that staff, students and families understand and support it			<b>Evidence of Practice</b> Engages staff, students and families in a collaborative process of reviewing the vision, mission and goals		<b>Evidence of Practice</b> Employs strategies to clearly articulate the vision, mission and goals to all key stakeholders		<b>Evidence of Practice</b> Uses ongoing evaluation strategies to determine if the vision, mission and goals continue to meet the needs of the school	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Leader Growth Guide 1.2

### Standard 1: Vision, Mission and Goals

#### Quality Indicator 2: Implement and Steward a Vision

New			Developing		Proficient		Distinguished
1N2) The new leader ...  Identifies initiatives to motivate staff, students, and families to achieve the school’s vision, mission and goals.			1D2) The developing leader also...  Operationalizes initiatives to motivate staff, students, and families.		1P2) The proficient leader also...  Analyzes the effectiveness of initiatives designed to motivate staff, students and families.		1S2) The distinguished leader also...  Evaluates and modifies as necessary initiative as well as the overall impact of the vision.
Professional Frames							
<b>Evidence of Commitment</b> Ensures that a plan has been developed to motivate staff, students, and families to achieve the vision, mission and goals of the school  <b>Evidence of Practice</b> Understands the existing vision of learning, how it was created and how it guides the school  <b>Evidence of Impact</b> Staff, students, and families are motivated to achieve the school’s vision, mission and goals			<b>Evidence of Commitment</b> Has an implementation strategy in place to implement the plan for motivating staff, students, and families  <b>Evidence of Practice</b> Communicates regularly and often with all stakeholders on vision, mission, and goals  <b>Evidence of Impact</b> Staff, students, and families work to achieve the school’s vision, mission and goals		<b>Evidence of Commitment</b> Has a process for analyzing the effectiveness of initiatives designed to motivate staff, students and families  <b>Evidence of Practice</b> Regularly assesses how motivated stakeholders are to achieve mission, vision and goals  <b>Evidence of Impact</b> Key stakeholders provide input for analyzing the effectiveness of initiatives designed to motivate staff, students and families		<b>Evidence of Commitment</b> Has a process for evaluating and modifying the vision as necessary  <b>Evidence of Practice</b> Uses evaluation data to guide changes in motivation strategies and monitors whether changes made have impact  <b>Evidence of Impact</b> Vision positively impacts the school in helping to achieve its overall objectives and goals
Score = 0	1	2	3	4	5	6	7

## Leader Growth Guide 2.1

### Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

#### Quality Indicator 1: Promote Positive School Culture

New			Developing		Proficient		Distinguished	
2N1) The new leader...			2D1) The developing leader also...		2P1) The proficient leader also...		2S1) The distinguished leader also...	
Uses multiple methods based on the existing culture and context-appropriate strategies for promoting excellence and equity for all students.			Collaboratively identifies and implements context-appropriate strategies for promoting excellence and equity for all students.		Identifies, implements and evaluates context-appropriate strategies.		Evaluates and modifies as necessary context-appropriate strategies.	
Professional Frames								
<b>Evidence of Commitment</b> Has appropriate strategies for promoting excellence and equity for all students and a positive school culture			<b>Evidence of Commitment</b> Has strategies for working collaboratively to identify and implement context-appropriate		<b>Evidence of Commitment</b> Has specific context-appropriate strategies and a plan for implementation		<b>Evidence of Commitment</b> A process is in place to evaluate and modify as necessary context-appropriate strategies	
<b>Evidence of Practice</b> Conducts classroom observations and analyzes rituals and routines in the school community to determine overall culture			<b>Evidence of Practice</b> Uses context appropriate strategies to promote excellence in the school community culture		<b>Evidence of Practice</b> Uses strategies for clarifying context and works to determine the effectiveness of strategies		<b>Evidence of Practice</b> Evaluates data gathering strategies in regards to culture and context and makes necessary adjustments and modifies their impact	
<b>Evidence of Impact</b> Strategies are implemented for promoting excellence and equity for all students			<b>Evidence of Impact</b> Staff works collaboratively to identify and implement context-appropriate strategies		<b>Evidence of Impact</b> Context-appropriate strategies positively impact the learning objectives of the school		<b>Evidence of Impact</b> Modified context-appropriate strategies positively impact the learning objectives of the school	
Score =	0	1	2	3	4	5	6	7

## Leader Growth Guide 2.2

### Standard 2: Teaching and Learning

#### Quality Indicator 2: Provide Effective Instructional Program

New			Developing		Proficient		Distinguished	
2N2) The new leader...			2D2) The developing leader also...		2P2) The proficient leader also...		2S2) The distinguished leader also...	
Is aware of existing instructional and assessment practices and the use of curricular materials at each level in the school building.			Monitors and promotes the collective implementation of effective instructional and assessment practices.		Evaluates and institutes changes necessary to ensure effective instructional and assessment practices.		Continuously monitors and evaluates for sustained improvement and growth of all students.	
Professional Frames								
<b>Evidence of Commitment</b> Ensures documentation of existing instructional and assessment practices and curricular materials at each level in the school building			<b>Evidence of Commitment</b> Has a documented plan for monitoring and promoting the collective implementation of effective instructional and assessment practices		<b>Evidence of Commitment</b> Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices		<b>Evidence of Commitment</b> A process is in place to continuously monitors and evaluates instructional and assessment practices	
<b>Evidence of Practice</b> Conducts review of curricular materials and reviews how materials and practices are used to meet diverse needs			<b>Evidence of Practice</b> Participates in teacher planning sessions on instruction and assessment		<b>Evidence of Practice</b> Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices		<b>Evidence of Practice</b> Uses systems to regularly assess effectiveness of practice and document sustained improvement and growth of staff and students	
<b>Evidence of Impact</b> Diverse needs of all students are effectively accommodated by existing instructional and assessment practices and the use of curricular materials at each level in the school building			<b>Evidence of Impact</b> Instructional and assessment practices are effective at accommodating diverse needs of all students		<b>Evidence of Impact</b> Revisions and modifications to effective instructional and assessment practices are effective		<b>Evidence of Impact</b> All Students experience sustained improvement and growth	
Score = 0	1	2	3	4	5	6	7	

## Leader Growth Guide 2.3

### Standard 2: Teaching and Learning

#### Quality Indicator 3: Ensure Comprehensive Professional Growth Plans

New			Developing		Proficient		Distinguished
2N3) The new leader...			2D3) The developing leader also...		2P3) The proficient leader also...		2S3) The distinguished leader also...
Is aware of existing professional growth plans and the extent of their alignment to the school and district improvement plans.			Promotes annual collaborative development of professional growth plans.		Promotes alignment and application of all applied professional learning.		Ensures ongoing evaluation on the impact of applied professional learning.
Professional Frames							
<b>Evidence of Commitment</b> Professional growth plans are aligned to the school and district improvement plans			<b>Evidence of Commitment</b> Professional growth plans have been collaboratively developed		<b>Evidence of Commitment</b> Professional learning is aligned and applied		<b>Evidence of Commitment</b> Applied professional learning is evaluated
<b>Evidence of Practice</b> Establishes process and strategies for reviewing professional growth plans			<b>Evidence of Practice</b> Engages in collaborative meetings regarding professional growth		<b>Evidence of Practice</b> Uses strategies to determine that new learning is shared and applied in the classroom		<b>Evidence of Practice</b> Cultivates a system of evaluation o determine that best practices are shared among staff
<b>Evidence of Impact</b> Teachers and staff maintain professional growth plans aligned to the school and district improvement plans			<b>Evidence of Impact</b> Teachers and staff collaboratively develop annual professional growth plans		<b>Evidence of Impact</b> Teachers and staff align and apply all professional learning		<b>Evidence of Impact</b> Teachers and staff conduct ongoing evaluation on the impact of applied professional learning
Score = 0	1	2	3	4	5	6	7

## Leader Growth Guide 3.1

### Standard 3: Management of the Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel and resources in a way that promotes a safe, efficient and effective learning environment.

#### Quality Indicator 1: Manage the Organizational Structure

New			Developing		Proficient		Distinguished	
3N1) The new leader...			3D1) The developing leader also..		3P1) The proficient leader also...		3D1) The distinguished leader also...	
Implements appropriate structures, policies and procedures to support the school’s vision, mission and goals.			Monitors and analyzes the effectiveness of structures, policies and procedures.		Evaluates and modifies appropriate structures, policies and procedures.		Has a systemic process for ongoing improvement of structures, policies and procedures to ensure the building’s vision, mission and goals are achieved.	
Professional Frames								
<b>Evidence of Commitment</b> Structures, policies and procedures support the school’s vision, mission and goals  <b>Evidence of Practice</b> Establishes handbooks and methods for communicating structures, policies and procedures to staff, students and families  <b>Evidence of Impact</b> Appropriate structures, policies and procedures support key issues like building safety, retention, etc.			<b>Evidence of Commitment</b> Structures, policies and procedures are monitored and analyzed  <b>Evidence of Practice</b> Regularly reviews structures, policies and procedures with staff, student representatives, and parents  <b>Evidence of Impact</b> Effectively implemented structures, policies and procedures support key issues like building safety, retention, etc.		<b>Evidence of Commitment</b> Structures, policies and procedures are evaluated and modified as appropriate  <b>Evidence of Practice</b> With collaborative input, makes determinations on effectiveness and modifies as necessary  <b>Evidence of Impact</b> Improved structures, policies and procedures support key issues like building safety, retention, etc.		<b>Evidence of Commitment</b> Structures, policies and procedures are improved using a systemic process  <b>Evidence of Practice</b> Creates a process across the system to conduct ongoing evaluation and improvement  <b>Evidence of Impact</b> Continuously improved structures, policies and procedures support key issues like building safety, retention, etc.	
Score =	0	1	2	3	4	5	6	7

## Leader Growth Guide 3.2

### Standard 3: Management of the Organizational Systems

#### Quality Indicator 2: Lead Personnel

New			Developing		Proficient		Distinguished	
3N2) The new leader ...  Identifies and establishes trust with teachers and staff in order to support the school’s vision, mission and goals.			3D2) The developing leader also...  Evaluates and develops school teachers and staff in their collective commitment to the priorities and educational equity.		3P2) The proficient leader also...  Builds consensus with teachers and staff through a collaborative process to set priorities and promote educational equity.		3S2) The distinguished leader also...  Conducts ongoing evaluation and development of teachers and staff in order to increase their collective commitment to the priorities and educational equity.	
Professional Frames								
<b>Evidence of Commitment</b> Reviews appropriate personnel paperwork including certifications, salary schedules, handbooks, code of conduct, etc.			<b>Evidence of Commitment</b> Promotes an effective evaluation process to confirm appropriate credentials, improve practice and build collective commitment		<b>Evidence of Commitment</b> Ensures a collaborative process is in place that builds consensus around district priorities		<b>Evidence of Commitment</b> Ensures an effective evaluation process to continuously improve performance and build collective commitment	
<b>Evidence of Practice</b> Demonstrates ability to listen carefully, respond accurately, and provide constructive feedback			<b>Evidence of Practice</b> Accurately collects data on performance and provides construct feedback that builds collective commitment around improvement of student learning		<b>Evidence of Practice</b> Collaboratively engages with staff in setting priorities based on student learning needs and uses constructive feedback to promote educational equity		<b>Evidence of Practice</b> Engages in intentional strategies to formatively develop leadership in staff, using leadership teams and other distributive leadership structures	
<b>Evidence of Impact</b> Teachers and staff support the district’s vision, mission and goals			<b>Evidence of Impact</b> Teachers and staff participate in the evaluation process and are collectively committed to priorities and educational equity		<b>Evidence of Impact</b> Teachers and staff collaborate to set priorities and promote educational equity		<b>Evidence of Impact</b> Teachers and staff improve practice and increase their shared leadership and collective commitment to priorities and educational equity	
Score = 0	1	2	3	4	5	6	7	

## Leader Growth Guide 3.3

### Standard 3: Management of the Organizational Systems

#### Quality Indicator 3: Manage Resources

New			Developing		Proficient		Distinguished	
3N3) The new leader ...  Is aware of existing policies and procedures that guide the effective, legal, and equitable use of fiscal, human and material allocation and alignment of resources supporting the vision, mission and goals.			3D3) The developing leader also...  Transparently identifies and implements policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.		3P3) The proficient leader also...  Transparently monitors and analyzes policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.		3S3) The distinguished leader also...  Utilizes systemic processes to ensure ongoing development and continuous improvement of policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.	
Professional Frames								
<b>Evidence of Commitment</b> Policies and procedures guide the effective, legal, and equitable use of fiscal, human and material resources  <b>Evidence of Practice</b> Reviews existing budget and current resource allocation to ensures adequate support of priorities in the vision, mission and goals  <b>Evidence of Impact</b> An environment that supports student learning is maintained through the appropriate use of resources			<b>Evidence of Commitment</b> Policies and procedures are implemented for equitable use of resources  <b>Evidence of Practice</b> Maintains accurate budget and expenditure data and bases decisions on personnel hiring and fiscal expenditures on priorities of the school  <b>Evidence of Impact</b> Policies and procedures on the use of resources support student learning		<b>Evidence of Commitment</b> Policies and procedures are monitored and analyzed  <b>Evidence of Practice</b> Establishes structures and methods for careful analysis of resource use and determines equitable use of resources  <b>Evidence of Impact</b> Resources are effectively used to support student learning		<b>Evidence of Commitment</b> Policies and procedures are continuously developed and improved to ensure equitable use of resources  <b>Evidence of Practice</b> Monitors and evaluates effectiveness regularly, using a collaborative process to continually ensure resources are allocated effectively  <b>Evidence of Impact</b> Improvement on the use of resources is continuously monitored to ensure the support of student learning	
Score =	0	1	2	3	4	5	6	7

## Leader Growth Guide 4.1

### Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

#### Quality Indicator 1: Collaborate with Families and Other Community Members

New			Developing		Proficient		Distinguished
4N1) The new leader...  Explores opportunities to bring together family and community, available resources, research and public information to support and positively affect learning throughout the school.			4D1) The developing leader also...  Creates opportunities to bring together family and community, available resources, research and public information.		4P1) The proficient leader also...  Monitors and analyzes strategies for bringing together family and community, available resources, research and public information.		4S1) The distinguished leader also...  Evaluates and modifies as needed strategies for bringing together family and community, available resources, research and public information.
Professional Frames							
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Reviewing relevant research and public information, becomes familiar with current strategies for bringing together family and community  <b>Evidence of Impact</b> Family and community have information about learning throughout in the building			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Establishes calendar to regularly gather key stakeholders, ensuring the purpose and objective has been identified and communicated clearly  <b>Evidence of Impact</b> Family and community come together to support education in the school		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Uses a process to determine if strategies used are effective and collaboratively develops alternative strategies where necessary  <b>Evidence of Impact</b> Family and community assist in analyzing the support of education		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Evaluates the effectiveness of strategies used to bring together community, resources and information and modifies strategies as necessary to increase effectiveness  <b>Evidence of Impact</b> Family and community, available resources, research and public information improves in its impact on education in the school
Score = 0	1	2	3	4	5	6	7

## Leader Growth Guide 4.2

### Standard 4: Collaboration with Families and Stakeholders

#### Quality Indicator 2: Respond to Community Interests and Needs

New			Developing		Proficient		Distinguished
4N2) The new leader ...  Exhibits high visibility and active involvement in the school community in order to understand and accommodate diverse school and community interests and needs in support of the vision, mission and goals.			4D2) The developing leader also...  Maintains high visibility and active involvement across the school community.		4P2) The proficient leader also...  Monitors and analyzes the impact of their visibility and active involvement.		4S2) The distinguished leader also...  Consistently determines and uses areas for visibility and active involvement that yield the highest impact.
Professional Frames							
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Establishes a process for being highly visible and actively involved as a strategy for learning important community interests and needs  <b>Evidence of Impact</b> Diverse school and community interests and needs are accommodated in support of the vision, mission and goals			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Maintains high visibility and active involvement, building relationships with key stakeholders in the community  <b>Evidence of Impact</b> Relationship with community is positive and supports the accommodation of diverse needs		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Monitors the effectiveness of strategies for high visibility and active involvement to determine their overall impact  <b>Evidence of Impact</b> Relationship with community is monitored and analyzed to ensure the accommodation of diverse needs		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Establishes a process to determine which areas of visibility and involvement have the highest impact and uses those to meet community interests and needs  <b>Evidence of Impact</b> High impact areas are used to expand the support of education in the school
Score = 0	1	2	3	4	5	6	7

## Leader Growth Guide 4.3

### Standard 4: Collaboration with Families and Stakeholders

#### Quality Indicator 3: Mobilize Community Resources

New			Developing		Proficient		Distinguished
4N3) The new leader ...  Supports existing community resources in support of student achievement, for solving school and district problems.			4D3) The developing leader also...  Uses existing community resources in support of student achievement and to solve school and district problems.		4P3) The proficient leader also...  Monitors and analyzes the use of community resources.		4S3) The distinguished leader also...  Determines and uses community resources with the highest impact to maximize student achievement.
Professional Frames							
<b>Evidence of Commitment</b> Identifies and plans for the use of existing community resources  <b>Evidence of Practice</b> Tracks achievement of all students and regularly assesses school problems to determine appropriate need for resources  <b>Evidence of Impact</b> Use of resources solve school and district problems related to student achievement			<b>Evidence of Commitment</b> Maintains plans and documentation on the use of existing community resources  <b>Evidence of Practice</b> Understand what resources are available in the community and develops and uses strategies for mobilizing and directing resources to most needed areas  <b>Evidence of Impact</b> Student achievement is positively impacted by the use of resources		<b>Evidence of Commitment</b> A process exists to monitor and analyze the use of community resources  <b>Evidence of Practice</b> Continuously monitors the use of resources to address specific school problems and conducts ongoing analysis of the impact of the resources on addressing problems  <b>Evidence of Impact</b> Student achievement is positively impacted by the monitoring and analysis of the use of resources		<b>Evidence of Commitment</b> A plan is maintained for the use of high leverage community resources  <b>Evidence of Practice</b> Uses strategies to determine which resources impact student achievement the most and conducts long-range planning to maintain these resources  <b>Evidence of Impact</b> Student achievement improves based on the use of high impact community resources
Score = 0	1	2	3	4	5	6	7

## Leader Growth Guide 5.1

### Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

#### Quality Indicator 1: Personal and Professional Responsibility

New			Developing		Proficient		Distinguished
5N1) The new leader...			5D1) The developing leader also...		5P1) The proficient leader also...		5S1) The distinguished leader also...
Demonstrates respect for others, honors confidentiality, and engages in honest interactions.			Maintains consistent respect for others, honors confidentiality and engages in honest interactions.		Analyzes their own effectiveness in regards to demonstrating respect for others, honoring confidentiality and engaging in honest interactions.		Models behavior to ensure respect for others, the honoring of confidentiality and engaging in honest interactions.
Professional Frames							
<b>Evidence of Commitment</b> Understands ethical principles as they apply to school records, policies, procedures, etc.			<b>Evidence of Commitment</b> Maintains school records and a code of conduct in an honest and ethical manner		<b>Evidence of Commitment</b> Documents own progress regarding ethical and honest practice		<b>Evidence of Commitment</b> Maintains a school code of conduct that encourages honest and ethical practice
<b>Evidence of Practice</b> Uses language that demonstrates respect when addressing staff, students and families, ensuring that sensitive information is kept confidential			<b>Evidence of Practice</b> Consistently demonstrates respect and ethical behavior and enforces the code of conduct to create a culture of professionalism		<b>Evidence of Practice</b> Evaluates and reflects on their own effectiveness in regards to ethical behavior and demonstrating integrity to ensure a professional culture conducive to learning		<b>Evidence of Practice</b> Is a model of ethical behavior that promotes a culture of professional among all staff ensuring that the learning environment is focused on the well-being and growth of students
<b>Evidence of Impact</b> Teachers, parents and staff experience honest interactions based upon ethical and legal principles			<b>Evidence of Impact</b> Teachers, parents and staff routinely experience honest interactions based upon ethical and legal principles		<b>Evidence of Impact</b> Teachers, parents and staff offer feedback regarding honest interactions based upon ethical and legal principles		<b>Evidence of Impact</b> Teachers and staff engage in honest interactions based upon ethical and legal principles
Score = 0	1	2	3	4	5	6	7

## Leader Growth Guide 6.1

### Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

#### Quality Indicator 1: Increase knowledge and skills based on best practices

New			Developing		Proficient		Distinguished
6N1) The new leader...  Begins to acquire appropriate knowledge, skills, and best practices to positively impact staff development and student learning.			6D1) The developing leader also...  Acquires and enhances personal knowledge, skills, and best practices to address staff development and student learning needs.		6P1) The proficient leader also...  Consistently applies knowledge, skills, and best practices that result in growth in personnel and increases student learning.		6S1) The distinguished leader also...  Evaluates the impact of new knowledge, skills, and best practices on the growth of personnel and student learning.
Professional Frames							
<b>Evidence of Commitment</b> Creates a professional growth plan to document appropriate knowledge, skills, and best practices  <b>Evidence of Practice</b> Reviews and researches appropriate knowledge, skills, and best practices to address needs in the school  <b>Evidence of Impact</b> Staff development and student learning needs are identified			<b>Evidence of Commitment</b> Professional growth plan reflects enhanced personal knowledge, skills and best practices  <b>Evidence of Practice</b> Uses research and new learning to development personnel and increase student learning  <b>Evidence of Impact</b> Student learning is impacted by the enhanced personal knowledge of the leader’s new learning		<b>Evidence of Commitment</b> Professional growth plan documents applied knowledge, skills, and best practices  <b>Evidence of Practice</b> Applied knowledge, skills, and best practices are used to further personnel development and expand student learning  <b>Evidence of Impact</b> Student learning is impacted by the application of the leader’s new learning		<b>Evidence of Commitment</b> Professional development plan reflects the evaluation of new knowledge, skills, and best practices  <b>Evidence of Practice</b> Establishes strategies to evaluate the impact of new knowledge, skills, and best practices on growing staff and expanding student learning  <b>Evidence of Impact</b> Student learning is impacted by the evaluation of the application and impact of the leader’s new learning
Score = 0	1	2	3	4	5	6	7

## Leader Standards and Indicators in Professional Frames

(PC 10/13 = 77%; PP 13/13 = 100%; PI 10/13 = 77%)

St/QI	Indicator	Professional Frames		
		Comm	Pract	Impact
	<b>Vision, Mission and Goals</b>			
1.1	Develop and articulate a vision	X	X	
1.2	Implement and Steward a Vision	X	X	X
	<b>Teaching and Learning</b>			
2.1	Promote positive school culture	X	X	X
2.2	Provide Effective Instructional Program	X	X	X
2.3	Ensure Comprehensive Professional Growth Plans	X	X	X
	<b>Management of Organizational Systems</b>			
3.1	Manage the Organizational Structure	X	X	
3.2	Manage Personnel		X	X
3.3	Manage Resources	X	X	
	<b>Collaboration with Families and Stakeholders</b>			
4.1	Collaborate with Families and Other Community Members		X	X
4.2	Respond to Community Interests and Needs		X	X
4.3	Mobilize Community Resources	X	X	X
	<b>Ethics and Integrity</b>			
5.1	Personal and Professional Responsibility	X	X	X
	<b>Professional Development</b>			
6.1	Increase knowledge and skills based on best practices	X	X	X

## Possible Sources of Evidence

### Standard 1: Vision, Mission and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

New	Developing	Proficient	Distinguished
For the new leader...	For the developing leader...	For the proficient leader...	For the distinguished leader...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>Documentation on how the vision, mission and goals were developed and are used</li> <li>Historical data on how it was created and used in the past</li> <li>Strategies for learning about and respected the established rituals and routines of the school and community</li> <li>Posted vision, mission and goals of the school</li> <li>Documentation of links of vision, mission and goals to needs of students and community</li> <li>Research on motivation strategies for achieving vision, mission and goals</li> </ul>	<ul style="list-style-type: none"> <li>Meeting notes or other documentation regarding the collaborative process of creating and implementing vision, mission and goals</li> <li>Documented revisions made to the vision, mission and goals</li> <li>Regular updates on progress made toward building goals</li> <li>Documented progress on initiation strategies</li> <li>Strategies for collaboratively developing and implementing vision, mission and goals</li> </ul>	<ul style="list-style-type: none"> <li>Documented strategies for communicating vision, mission and goals</li> <li>Newsletters, website, memo, articles, etc.</li> <li>List of all key stakeholders that have received directed communication about vision, mission and goals</li> <li>Use of different methods of determining overall buy-in of key stakeholders</li> <li>Data gathered on effectiveness of communicating about vision, mission and goals</li> <li>Use of data to determine appropriate school goals and priority areas</li> <li>Continuous and sustained improvement aligned to vision, mission and goals</li> </ul>	<ul style="list-style-type: none"> <li>Data gathered on the appropriateness and relevance of the vision, mission and goals</li> <li>Documentation of revisions made to vision, mission and goals</li> <li>Documentation of process of revising vision, mission and goals</li> <li>Impact data on effectiveness of revisions</li> <li>Evaluates buy-in from key stakeholders</li> <li>Strategies to monitor and evaluate progress on achieving school goals</li> <li>Documented evaluation strategies</li> <li>Documented examples of how key stakeholders support and further progress on vision, mission and goals</li> </ul>

## Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

New	Developing	Proficient	Distinguished
For the new leader...	For the developing leader...	For the proficient leader...	For the distinguished leader...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Data from classroom observations supervising instruction and to confirm growth in student learning</li> <li>• Input gathered from focus groups or surveys about school culture</li> <li>• Reflections on community rituals and routines and their impact on learning</li> <li>• Observation data to determine current instruction and assessment practices</li> <li>• Research on effective instruction and assessment practices</li> <li>• Inventory of curricular materials</li> <li>• Assessment of diverse needs of students</li> <li>• Strategies to include the Professional Growth Committee in efforts to align activities to school improvement</li> <li>• List of strategies and procedures related to professional growth plans</li> <li>• Records and files of meetings and activities of the Professional Growth Committee</li> </ul>	<ul style="list-style-type: none"> <li>• List of context appropriate strategies that maximize time spent on instruction</li> <li>• Culture and profile data that highlights collaboration, learning and high expectations</li> <li>• Uses peer observations to monitor collective implementation of instructional strategies</li> <li>• Minutes, agendas, data from teacher meetings focused on student data</li> <li>• Data related to professional growth plans and their alignment to school improvement</li> <li>• Research on trends in education leadership and effective instruction</li> <li>• Strategies to develop the instructional capacity of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness data on the use of instruction strategies</li> <li>• Data confirming the use of the highly effective and appropriate technology to support student learning</li> <li>• Student data related to instruction and assessment practices</li> <li>• Documented changes and improvement of instructional practice</li> <li>• Creates a culture of best practice among staff</li> <li>• Examples of professional learning impacting student learning</li> <li>• Inventory of best practices and a rigorous and coherent curricular program</li> <li>• Documentation of the application of new learning and skills to address student needs</li> <li>• Description of the accountability system to monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Any evaluation data related to culture and context</li> <li>• List of modifications and changes based on data regarding the impact of the school's instructional program</li> <li>• Descriptive data on the effectiveness of the learning environment</li> <li>• Student trend data showing improvement and growth over time</li> <li>• Personnel data documenting improvement of teacher practice resulting in improved student performance</li> <li>• Uses strategies to determine the impact of professional growth on student performance</li> <li>• Documentation on the system of evaluating instructional programs</li> <li>• Student performance data relevant to the schools instructional programs</li> </ul>

## Standard 3: Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

New	Developing	Proficient	Distinguished
For the new leader...	For the developing leader...	For the proficient leader...	For the distinguished leader...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Intentional alignment of all structures, policies and procedures to vision, mission and goals</li> <li>• Handbooks supporting vision, mission and goals</li> <li>• Various forms of communication that demonstrate respectful, honest language</li> <li>• Documented communication demonstrating accuracy and consistency</li> <li>• Inventory of materials supporting student learning</li> <li>• Priorities as established in the vision, mission and goals</li> <li>• Strategies for protecting the welfare and safety of students and staff</li> <li>• Data confirming the equitable allocation and distribution of resources</li> <li>• Profiles on staff indicating strengths</li> <li>• Documentation related to the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to determine the effectiveness of management strategies</li> <li>• Calendar of reviews of performance of staff</li> <li>• Strategies used to determine effectiveness of performance</li> <li>• Examples of strategies for listening to different points of view</li> <li>• Meeting notes highlighting the collaborative process</li> <li>• Documented follow-up with staff on various issues</li> <li>• Documentation like budgets, long-range planning</li> <li>• List of resource allocation</li> <li>• Any data regarding the obtaining, allocating, aligning and efficient use of resources</li> <li>• Data confirming that strategies for protecting welfare and safety are effective</li> <li>• Management strategies that ensure time is focused to support quality instruction and student learning</li> <li>• Data confirming the evaluation process is improving practice</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and analysis data on improved practices of teachers resulted in improved student learning</li> <li>• Evaluation and analysis data on effective management</li> <li>• Notes from collaborative meetings indicating shared leadership</li> <li>• Documentation of collective commitment of staff</li> <li>• Criteria for determining equitable use of resources</li> <li>• Analysis structures and methods indicating effective management strategies</li> <li>• Examples of strategies and methods for building distributed leadership</li> <li>• Process for continually evaluating the effectiveness of structures and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicating ownership for modifications using a collaborative process</li> <li>• Documentation of system-wide process of continual evaluation and revisions</li> <li>• Documented, ongoing improvement in management and leadership</li> <li>• Feedback and follow-up with staff</li> <li>• Documentation of leadership teams and other distributive leadership structures</li> <li>• Examples of increased instructional capacity of staff</li> <li>• Collaborative meeting documentation</li> <li>• Data confirming the improved effectiveness of the management and operational systems</li> </ul>

## Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

New	Developing	Proficient	Distinguished
For the new leader...	For the developing leader...	For the proficient leader...	For the distinguished leader...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Past documentation of school-wide and community-based events and activities</li> <li>• Relevant research and public information impacting school culture and student learning</li> <li>• Documentation of strategies for being visible and involved</li> <li>• List of community interests and needs</li> <li>• Accurate understanding of school goals and needs</li> <li>• Data on student achievement and their alignment to goals and needs</li> <li>• Inventory of resources available as potential solutions to school problems</li> <li>• Benchmarking of evidence that school goals are achieved</li> <li>• Data pertinent to the educational environment</li> <li>• Collaboration strategies</li> <li>• Awareness of key community stakeholders</li> <li>• Inventory of community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of events demonstrating school and community collaboration</li> <li>• Clear purpose and intent of activities and how they support learning</li> <li>• Calendar and daily schedule documenting visibility and involvement efforts</li> <li>• Accurate school budget demonstrating areas of need</li> <li>• Inventory of available resources</li> <li>• Documentation of resources used to address specific problems</li> <li>• Examples of building positive relationships with key stakeholders and caregivers</li> <li>• Examples of community resources addressing school issues</li> <li>• Long-range planning for how to address school priorities with existing community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of process used to evaluate the impact of community</li> <li>• Documentation of collaborative strategies used between school and community</li> <li>• Effectiveness data on visibility and involvement</li> <li>• Documentation of analysis and impact on improvements in the school</li> <li>• Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers</li> <li>• Data on services provided by community agencies</li> <li>• Data on improvements in student learning as impacted by community resources</li> <li>• Examples of promoting, understanding, appreciating and using the community's diverse resources</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring strategies to determine effectiveness</li> <li>• Evaluation data on student impact</li> <li>• Modifications made to strategies that promote school and community collaboration</li> <li>• Data on the process of engaging community input and buy-in</li> <li>• Community interests and needs addressed through involvement and visibility</li> <li>• Use of resources to meet specific school problems and support student achievement</li> <li>• Inventory of community resources and their direct impact on the school</li> <li>• Documentation of the impact of resources on specific problems and in support of student achievement</li> </ul>

## Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

New	Developing	Proficient	Distinguished
For the new leader...	For the developing leader...	For the proficient leader...	For the distinguished leader...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Documented use of language demonstrating respect when addressing staff, students and families</li> <li>• Examples of how all sensitive information is kept confidential</li> <li>• Examples of communicates that uses clear and accurate language</li> <li>• Sample communication</li> <li>• Strategies for safeguarding the values of democracy, equity and diversity</li> <li>• Policies and procedures that demonstrate fairness and respect</li> <li>• Examples of campaigns and student events promoting respect</li> <li>• Office referral data indicating improved student behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of the school's code of conduct and handbooks promoting mutual respect</li> <li>• Strategies for maintaining confidentiality</li> <li>• Examples of communication demonstrating clarity, honesty and respect</li> <li>• Policies and procedures that promote social justice</li> <li>• Strategies ensuring that student needs inform all aspects of schooling</li> <li>• Identify and communicate trends and research relevant to the school's educational programming</li> <li>• Ensure a system of accountability for every student's academic and social success</li> </ul>	<ul style="list-style-type: none"> <li>• Continual process for evaluating the culture of the school to ensure mutual respect</li> <li>• Handbook and Codes of Conduct revisions and their impact</li> <li>• Examples of ways that ethical behavior, reflective practice, transparency and honest have been modeled</li> <li>• Survey data indicating a positive, professional and respectful culture exists</li> <li>• Continual strategies for evaluating the school's system of accountability ensuring every student's academic and social success</li> <li>• Strategies for addressing trends and research relevant to the learning of students in the school</li> <li>• Examples of behaviors demonstrating advocacy for children, families and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Revisions and modifications made based on survey data</li> <li>• Examples of ethical and honest behaviors in staff</li> <li>• Examples of indications of a positive, professional culture</li> <li>• Strategies for evaluating the moral and legal consequences of decisions</li> <li>• Collaborative process to revise handbooks and codes of conduct</li> <li>• Collaborative process for addressing school issues and problems</li> <li>• Examples of ways local, district and/or state policies were influenced to benefit the learning of students in the school</li> </ul>

## Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

New	Developing	Proficient	Distinguished
For the new leader...	For the developing leader...	For the proficient leader...	For the distinguished leader...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>Professional Growth plan documenting new learning and best practices</li> <li>Examples of research relevant to student learning</li> <li>Examples of applied knowledge, skills and best practice</li> <li>Examples of practice impacted by new knowledge and skills</li> <li>Documented student learning needs</li> <li>Documented needs of staff</li> <li>Calendars, summaries, etc. documenting efforts to learn new knowledge and skills</li> <li>Strategies for sharing new knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Professional Growth plan documenting enhanced knowledge and best practices</li> <li>Strategies to use new knowledge and skills to increase teacher capacity</li> <li>Changes in practice based on new knowledge and skills</li> <li>Student data indicating applied learning addressed student learning needs</li> <li>Data indicating applied learning addressed staff development needs</li> </ul>	<ul style="list-style-type: none"> <li>Professional growth plan provides trend data showing ongoing acquisition of new knowledge and skills</li> <li>Ongoing learning addresses issues in student learning</li> <li>Ongoing learning addresses priority areas in staff development</li> <li>Examples of modeling ongoing learning for students and staff</li> <li>Examples of modeling the application of new learning to address student needs</li> </ul>	<ul style="list-style-type: none"> <li>Professional growth plan the evaluation of new knowledge and skills to address specific issues</li> <li>Impact data that demonstrates changes in practice based on new knowledge and skills</li> <li>Examples of change in teacher practice based on new knowledge and skills of the leader</li> <li>Examples of improvement in student learning based on new knowledge and skills of the leader</li> <li>Examples of the impact of modeling ongoing learning for students and staff</li> </ul>



# Superintendent Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Overview / Introduction

In 2007, the Commissioner of Education appointed a committee to provide guidelines for revising the content and documents of the Missouri Performance Based Superintendent Evaluation (PBSE) model. Performance based evaluation of school personnel has been implemented across the State of Missouri since 1983. The Excellence in Education Act of 1985 extended this process to include school administrators. With the leadership of the Department of Elementary and Secondary Education, input from the members of the statewide advisory committee and interviews with board members and superintendents a revised model of the 1983 PBSE has been completed.

A move toward evaluating the superintendent that reflects an integrated systems approach is offered in the new model. The criteria and the process in the new model are derived from national preparation standards (ELCC - Educational Leadership Constituent Council), national leadership assessment standards (ELPS [formerly ISLLC] - educational leadership policy standards), and local district improvement goals (CSIP - comprehensive school improvement plan). The approach provides a basis for a system that is practical, ethical, fair, useful, feasible and accurate so both the superintendent and the board of education can operate in an integrity-filled environment.

Evaluation of the superintendent is one of the most important responsibilities of the board of education. The *evaluation criteria* and the *associated process* represent the key means by which the board of education can address and effectively serve the needs of the school district as it seeks to improve student achievement and district operations. It is not a means to an end; instead, it is an ongoing and dynamic process. Implementing an evaluation tool that is agreed upon by the board and superintendent in a collaborative manner is often the most effective approach. An effective high quality superintendent evaluation process that is practical across a broad demographic spectrum:

- Develops good board/superintendent relationships;
- Promotes professional growth;
- Provides clarity of roles;
- Creates common understanding of leadership and;
- Provides a mechanism for accountability; including improvement in student achievement as determined by multiple assessments.

The accompanying material offers a guide for evaluating the district superintendent for members of local school boards. The content, format, and suggested procedures are designed in a manner that will enable the model to be used in rural, suburban, and urban school settings. It is adaptable to local issues and conditions and can be modified to accommodate local priorities.

Appropriate indicators are selected to most support increasing the capacity of staff for improving student learning and those of potential growth opportunities for the superintendent. The indicators identified create an alignment between the comprehensive school improvement plan (CSIP) and documentation and growth of the superintendent.

The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified before the end of the year for the returning superintendent but may occur after that for a first year superintendent. Other indicators may be identified at any time based on issues and needs that arise. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs.
2. Derived from the Comprehensive School Improvement Plans (CSIP).
3. A minimum of three indicators that are:
  - Based on student and/or staff needs.
  - Represents priorities of district leadership for that superintendent.
  - Based on potential growth opportunities for the superintendent and are determined in communication with the local board.
4. At a minimum two of the three indicators address metrics on both practice and impact professional frames.
5. Other indicators may be identified at any time based on issues and needs that arise.

The growth guides and possible sources of evidence provide articulation of discrete elements and evidence. These may be used to assist with documentation on the superintendent evaluation tool as a part of the evaluation process.

# Form A-1: Superintendent Evaluation Tool

This form is used in conjunction with the Comprehensive School Improvement Plan (CSIP) and the Superintendent's Professional Development Plan.

Evaluation Indicators – The superintendent is a district leader who engages in actions that provide a quality educational and instructional program that positively impacts student learning

- |   |   |
|---|---|
| <input type="checkbox"/> 1.1 Establish and communicate a vision of learning                           | <input type="checkbox"/> 4.1 Bring together family, community and resources to support learning                   |
| <input type="checkbox"/> 1.2 Motivate staff, students and families to achieve the vision of learning  | <input type="checkbox"/> 4.2 Maintain high visibility and active involvement                                      |
| <input type="checkbox"/> 2.1 Establish a culture that promotes equity and excellence for all students | <input type="checkbox"/> 4.3 Mobilize community resources to impact student learning                              |
| <input type="checkbox"/> 2.2 Collectively implement effective instructional and assessment practices  | <input type="checkbox"/> 5.1 Demonstrate respect, honor confidentiality and engage in honest interactions         |
| <input type="checkbox"/> 2.3 Collaboratively develop and align professional growth plans              | <input type="checkbox"/> 6.1 Be aware of the influence of political, social, economic, legal, and cultural issues |
| <input type="checkbox"/> 3.1 Implement structures, policies and procedures in support of the vision   | <input type="checkbox"/> 6.2 Communicate trends, issues and changes effectively to the Board                      |
| <input type="checkbox"/> 3.2 Evaluate and develop district leadership and staff                       | <input type="checkbox"/> 6.3 Influence political context to impact student learning                               |
| <input type="checkbox"/> 3.3 Identify and implement effective, legal and equitable use of resources   | <input type="checkbox"/> 7.1 Enhance personal knowledge, skills and best practices to improve student learning    |

To be completed by the superintendent.

District Goals and Strategies	CSIP Goal #	Indicators of Success	Target Date	Date Achieved

<p><b>Narrative (self-evaluation):</b> when possible, please evidence your self-evaluation with examples drawn from CSIP strategies, objectives or goals.</p>
---

To be completed by a board member.

<p><b>Professional Commitment Rating: (Circle)</b></p> <p>New                      Developing                      Proficient                      Distinguished</p> <p><b>Narrative (board member evaluation):</b></p>
---

\_\_\_\_\_  
Superintendent Signature / Date

\_\_\_\_\_  
Board Member Signature / Date

\* A rating of "Ineffective" or "Minimally Effective" must be explained in the narrative and preceded by efforts to improve as identified in the Superintendent's Professional Development Plan.

# Professional Frames of the Superintendent

## Data Sources



# Superintendent Growth Guide 1.1

## Standard 1: Vision, Mission and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

### Quality Indicator 1: Develop and Articulate a Vision

New	Developing	Proficient	Distinguished
<p>1N1) The new superintendent...</p> <p>Applies an existing vision of learning that promotes success of all students based on relevant knowledge, current theories and aligned to district goals.</p>	<p>1D1) The developing superintendent also...</p> <p>Collaboratively revises a vision of learning that promotes success of all students.</p>	<p>1P1) The proficient superintendent also...</p> <p>Consistently and effectively communicates to all stakeholders and the school board the district's vision of learning.</p>	<p>1S1) The distinguished superintendent also...</p> <p>Collaboratively evaluates and modifies as necessary the district's vision of learning ensuring that it promotes success of all students and is based on relevant knowledge and current theories.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> The district has vision of learning that promotes the success of all students</p> <p><b>Evidence of Practice</b> Learns the history of the vision, mission and goals and determine the extent that staff, students and families understand and support it</p> <p><b>Evidence of Impact</b> N / A</p>	<p><b>Evidence of Commitment</b> An official process exists to revise the district's vision with input from key stakeholders</p> <p><b>Evidence of Practice</b> Engages staff, students and families in a collaborative process of reviewing the vision, mission and goals</p> <p><b>Evidence of Impact</b> N / A</p>	<p><b>Evidence of Commitment</b> A plan exists for the consistent and effective communication of the vision to the school board and all stakeholders</p> <p><b>Evidence of Practice</b> Employs strategies to clearly articulate the vision, mission and goals to board members and all key stakeholders</p> <p><b>Evidence of Impact</b> N / A</p>	<p><b>Evidence of Commitment</b> A plan/process exists for the regular evaluation and, as necessary, modification of the district vision</p> <p><b>Evidence of Practice</b> Uses ongoing evaluation strategies to determine if the vision, mission and goals continue to meet the needs of the district</p> <p><b>Evidence of Impact</b> N / A</p>

## Superintendent Growth Guide 1.2

### Standard 1: Vision, Mission and Goals

#### Quality Indicator 2: Implement and Steward a Vision

New	Developing	Proficient	Distinguished
<p>1N2) The new superintendent ...</p> <p>Identifies initiatives to motivate staff, students, and families to achieve the district's vision, mission and goals.</p>	<p>1D2) The developing superintendent also...</p> <p>Operationalizes initiatives to motivate staff, students and families.</p>	<p>1P2) The proficient superintendent also...</p> <p>Analyzes the effectiveness of initiatives designed to motivate staff, students and families.</p>	<p>1S2) The distinguished superintendent also...</p> <p>Evaluates and modifies as necessary initiative as well as the overall impact of the vision.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Ensures that a plan has been developed to motivate staff, students, and families to achieve the district's vision, mission and goals</p> <p><b>Evidence of Practice</b> Understands the existing vision of learning, how it was created and how it guides the district</p> <p><b>Evidence of Impact</b> Staff, students, and families are motivated to achieve the district's vision, mission and goals</p>	<p><b>Evidence of Commitment</b> Has an implementation strategy in place to implement the plan for motivating staff, students and families</p> <p><b>Evidence of Practice</b> Communicates regularly and often with board members and all stakeholders on vision, mission, and goals</p> <p><b>Evidence of Impact</b> Staff, students, and families work to achieve the district's vision, mission and goals</p>	<p><b>Evidence of Commitment</b> Has a process for analyzing the effectiveness of initiatives designed to motivate staff, students and families</p> <p><b>Evidence of Practice</b> Regularly assesses how motivated stakeholders are to achieve mission, vision and goals</p> <p><b>Evidence of Impact</b> Key stakeholders provide input for analyzing the effectiveness of initiatives designed to motivate staff, students and families</p>	<p><b>Evidence of Commitment</b> Has a process for evaluating and modifying the vision as necessary</p> <p><b>Evidence of Practice</b> Uses evaluation data to guide changes in motivation strategies and monitors whether changes made have impact</p> <p><b>Evidence of Impact</b> Vision positively impacts the district in helping to achieve its overall objectives</p>

## Superintendent Growth Guide 2.1

### Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

#### Quality Indicator 1: Promote Positive School Culture

New	Developing	Proficient	Distinguished
<p>2N1) The new superintendent ...</p> <p>Uses multiple methods based on the existing culture and context-appropriate strategies for promoting excellence and equity for all students.</p>	<p>2D1) The developing superintendent also...</p> <p>Collaboratively identifies and implements context-appropriate strategies for promoting excellence and equity for all students.</p>	<p>2P1) The proficient superintendent also...</p> <p>Identifies, implements and evaluates context-appropriate strategies.</p>	<p>2S1) The distinguished superintendent also...</p> <p>Evaluates and modifies as necessary context-appropriate strategies as a part of a continuous process of improvement in the district.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Has appropriate strategies for promoting excellence and equity for all students and a positive culture in the district</p> <p><b>Evidence of Practice</b> Conducts building visits and analyzes rituals and routines in the district and community to determine overall culture</p> <p><b>Evidence of Impact</b> Strategies are implemented for promoting excellence and equity for all students</p>	<p><b>Evidence of Commitment</b> Has strategies for working collaboratively to identify and implement context-appropriate</p> <p><b>Evidence of Practice</b> Uses context appropriate strategies to promote excellence in the district and community culture</p> <p><b>Evidence of Impact</b> Leadership, staff and key stakeholders work collaboratively to identify and implement context-appropriate strategies</p>	<p><b>Evidence of Commitment</b> Has specific context-appropriate strategies and a plan for implementation</p> <p><b>Evidence of Practice</b> Uses strategies for clarifying context and works to determine the effectiveness of strategies</p> <p><b>Evidence of Impact</b> Context-appropriate strategies positively impact the learning objectives of the district</p>	<p><b>Evidence of Commitment</b> A process is in place to evaluate and modify as necessary context-appropriate strategies</p> <p><b>Evidence of Practice</b> Evaluates data gathering strategies in regards to culture and context and makes necessary adjustments and modifies their impact</p> <p><b>Evidence of Impact</b> Modified context-appropriate strategies positively impact the learning objectives of the district</p>

## Superintendent Growth Guide 2.2

### Standard 2: Teaching and Learning

#### Quality Indicator 2: Provide Effective Instructional Program

New	Developing	Proficient	Distinguished
<p>2N2) The new superintendent ...</p> <p>Is aware of existing instructional and assessment practices and the use of curricular materials at each level in the district.</p>	<p>2D2) The developing superintendent also...</p> <p>Collaboratively with district leadership, monitors and promotes the collective implementation of effective instructional and assessment practices.</p>	<p>2P2) The proficient superintendent also...</p> <p>Collaboratively with district leadership, evaluates and institutes changes necessary to ensure effective instructional and assessment practices.</p>	<p>2S2) The distinguished superintendent also...</p> <p>Collaboratively with district leadership, continuously monitors and evaluates for sustained improvement and growth of all students.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Ensures documentation of existing instructional and assessment practices and curricular materials at each level in the district</p> <p><b>Evidence of Practice</b> Ensures curricular materials and how materials and practices are used to meet diverse needs are consistently reviewed</p> <p><b>Evidence of Impact</b> Diverse needs of all students are effectively accommodated by existing instructional and assessment practices and the use of curricular materials at each level in the district</p>	<p><b>Evidence of Commitment</b> Has a documented plan for monitoring and promoting the collective implementation of effective instructional and assessment practices</p> <p><b>Evidence of Practice</b> Participates in teacher and leader planning sessions on instruction and assessment</p> <p><b>Evidence of Impact</b> Instructional and assessment practices are effective at accommodating diverse needs of all students</p>	<p><b>Evidence of Commitment</b> Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices</p> <p><b>Evidence of Practice</b> Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices</p> <p><b>Evidence of Impact</b> Revisions and modifications to effective instructional and assessment practices are effective</p>	<p><b>Evidence of Commitment</b> A process is in place to continuously monitors and evaluates instructional and assessment practices</p> <p><b>Evidence of Practice</b> Uses a systems to regular assess effectiveness of practice and documents sustained improvement and growth of staff and students</p> <p><b>Evidence of Impact</b> Students experience sustained improvement and growth</p>

## Superintendent Growth Guide 2.3

### Standard 2: Teaching and Learning

#### Quality Indicator 3: Ensure Comprehensive Professional Growth Plans

New	Developing	Proficient	Distinguished
<p>2N3) The new superintendent ...</p> <p>Is aware of existing professional growth plans and the extent of their alignment to district improvement plans.</p>	<p>2D3) The developing superintendent also...</p> <p>Promotes annual collaborative development of professional growth plans.</p>	<p>2P3) The proficient superintendent also...</p> <p>Promotes alignment and application of all applied professional learning.</p>	<p>2S3) The distinguished superintendent also...</p> <p>Ensures ongoing evaluation on the impact of applied professional learning.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Professional growth plans are aligned to the school and district improvement plans</p> <p><b>Evidence of Practice</b> Establishes process and strategies for reviewing professional growth plans</p> <p><b>Evidence of Impact</b> Leadership and staff maintain professional growth plans aligned to school and district improvement plans</p>	<p><b>Evidence of Commitment</b> Professional growth plans are collaboratively developed</p> <p><b>Evidence of Practice</b> Engages in collaborative meetings regarding professional growth plans</p> <p><b>Evidence of Impact</b> Leadership and staff collaboratively develop annual professional growth plans</p>	<p><b>Evidence of Commitment</b> Professional learning is aligned and applied</p> <p><b>Evidence of Practice</b> Uses strategies to determine that new learning is shared and applied in buildings and classrooms</p> <p><b>Evidence of Impact</b> Leadership and staff align and apply all professional learning</p>	<p><b>Evidence of Commitment</b> Applied professional learning is evaluated</p> <p><b>Evidence of Practice</b> Cultivates a system of evaluation to determine that best practices are shared among staff</p> <p><b>Evidence of Impact</b> Leadership and staff conduct ongoing evaluation on the impact of applied professional learning</p>

## Superintendent Growth Guide 3.1

### Standard 3: Management of the Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel and resources in a way that promotes a safe, efficient and effective learning environment.

#### Quality Indicator 1: Manage the Organizational Structure

New	Developing	Proficient	Distinguished
<p>3N1) The new superintendent ...</p> <p>Implements appropriate structures, policies and procedures to support the district's vision, mission and goals.</p>	<p>3D1) The developing superintendent also..</p> <p>Monitors and analyzes the effectiveness of structures, policies and procedures.</p>	<p>3P1) The proficient superintendent also...</p> <p>Evaluates and modifies appropriate structures, policies and procedures.</p>	<p>3D1) The distinguished superintendent also...</p> <p>Has a systemic process for ongoing improvement of structures, policies and procedures to ensure the district's vision, mission and goals are achieved.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Structures, policies and procedures support the district's vision, mission and goals</p> <p><b>Evidence of Practice</b> Establishes handbooks and methods for communicating structures, policies and procedures to staff, students and families</p> <p><b>Evidence of Impact</b> Appropriate structures, policies and procedures support key issues like district safety, retention, etc.</p>	<p><b>Evidence of Commitment</b> Structures, policies and procedures are monitored and analyzed</p> <p><b>Evidence of Practice</b> Regularly reviews structures, policies and procedures with staff, student representatives, and parents</p> <p><b>Evidence of Impact</b> Effectively implemented structures, policies and procedures support key issues like district safety, retention, etc.</p>	<p><b>Evidence of Commitment</b> Structures, policies and procedures are evaluated and modified as appropriate</p> <p><b>Evidence of Practice</b> With collaborative input, makes determinations on effectiveness and modifies as necessary</p> <p><b>Evidence of Impact</b> Improved structures, policies and procedures support key issues like district safety, retention, etc.</p>	<p><b>Evidence of Commitment</b> Structures, policies and procedures are improved using a systemic process</p> <p><b>Evidence of Practice</b> Creates a process across the system to conduct ongoing evaluation and improvement</p> <p><b>Evidence of Impact</b> Continuously improved structures, policies and procedures support key issues like district safety, retention, etc.</p>

## Superintendent Growth Guide 3.2

### Standard 3: Management of the Organizational Systems

#### Quality Indicator 2: Lead Personnel

New	Developing	Proficient	Distinguished
<p>3N2) The new superintendent ...</p> <p>Identifies and establishes trust with district leadership and staff in order to support the district's vision, mission and goals.</p>	<p>3D2) The developing superintendent also...</p> <p>Evaluates and develops district leaders and staff in their collective commitment to the district's priorities and educational equity.</p>	<p>3P2) The proficient superintendent also...</p> <p>Collaboratively builds consensus with district leadership and staff to set district priorities and promote educational equity.</p>	<p>3S2) The distinguished superintendent also...</p> <p>Conducts ongoing evaluation and development of district leadership and staff (including succession planning) in order to increase their collective commitment to district priorities and educational equity.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Reviews appropriate personnel paperwork including certifications, salary schedules, handbooks, code of conduct, etc.</p> <p><b>Evidence of Practice</b> Demonstrates ability to listen carefully, respond accurately, and provide constructive feedback</p> <p><b>Evidence of Impact</b> Leadership and staff support the district's vision, mission and goals</p>	<p><b>Evidence of Commitment</b> Promotes an effective evaluation process to confirm appropriate credentials, improve practice and build collective commitment</p> <p><b>Evidence of Practice</b> Accurately collects data on performance and provides construct feedback that builds collective commitment around improvement of student learning</p> <p><b>Evidence of Impact</b> Leadership and staff participate in the evaluation process and are collectively committed to priorities and educational equity</p>	<p><b>Evidence of Commitment</b> Ensures a collaborative process is in place that builds consensus around district priorities</p> <p><b>Evidence of Practice</b> Collaboratively engages with district leadership and staff in setting priorities based on student learning needs and uses constructive feedback to promote educational equity</p> <p><b>Evidence of Impact</b> Leadership and staff collaborate to set priorities and promote educational equity</p>	<p><b>Evidence of Commitment</b> Ensures an effective evaluation process to continuously improve performance and build collective commitment</p> <p><b>Evidence of Practice</b> Engages in intentional strategies to formatively develop leadership in staff, using leadership teams and other distributive leadership structures</p> <p><b>Evidence of Impact</b> Leadership and staff improve practice and increase their shared leadership and collective commitment to priorities and educational equity</p>

## Superintendent Growth Guide 3.3

### Standard 3: Management of the Organizational Systems

#### Quality Indicator 3: Manage Resources

New	Developing	Proficient	Distinguished
<p>3N3) The new superintendent ...</p> <p>Is aware of existing policies and procedures that guide the effective, legal, and equitable use of fiscal, human and material allocation and alignment of resources supporting the vision, mission and goals.</p>	<p>3D3) The developing superintendent also...</p> <p>Transparently identifies and implements policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.</p>	<p>3P3) The proficient superintendent also...</p> <p>Transparently monitors and analyzes policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.</p>	<p>3S3) The distinguished superintendent also...</p> <p>Utilizes systemic processes to ensure ongoing development and continuous improvement of policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Policies and procedures guide the effective, legal, and equitable use of fiscal, human and material resources</p> <p><b>Evidence of Practice</b> Reviews existing budget and current resource allocation to ensures adequate support of priorities in the vision, mission and goals</p> <p><b>Evidence of Impact</b> An environment that supports student learning is maintained through the appropriate use of resources</p>	<p><b>Evidence of Commitment</b> Policies and procedures are implemented for equitable use of resources</p> <p><b>Evidence of Practice</b> Maintains accurate budget and expenditure data and bases decisions on personnel hiring and fiscal expenditures on priorities of the district</p> <p><b>Evidence of Impact</b> Policies and procedures on the use of resources support student learning</p>	<p><b>Evidence of Commitment</b> Policies and procedures are monitored and analyzed</p> <p><b>Evidence of Practice</b> Establishes structures and methods for careful analysis of resource use and determines equitable use of resources</p> <p><b>Evidence of Impact</b> Resources are effectively used to support student learning</p>	<p><b>Evidence of Commitment</b> Policies and procedures are continuously developed and improved to ensure equitable use of resources</p> <p><b>Evidence of Practice</b> Monitors and evaluates effectiveness regularly, using a collaborative process to continually ensure resources are allocated effectively</p> <p><b>Evidence of Impact</b> Improvement on the use of resources is continuously monitored to ensure the support of student learning</p>

## Superintendent Growth Guide 4.1

### Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

#### Quality Indicator 1: Collaborate with Families and Other Community Members

New	Developing	Proficient	Distinguished
<p>4N1) The new superintendent ...</p> <p>Explores opportunities to bring together family and community, available resources, research and public information to support and positively affect learning throughout the district.</p>	<p>4D1) The developing superintendent also...</p> <p>Creates opportunities to bring together family and community, available resources, research and public information.</p>	<p>4P1) The proficient superintendent also...</p> <p>Monitors and analyzes strategies for bringing together family and community, available resources, research and public information.</p>	<p>4S1) The distinguished superintendent also...</p> <p>Evaluates and modifies as needed strategies for bringing together family and community, available resources, research and public information.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> Reviews relevant research and public information and becomes familiar with current strategies for bringing together family and community</p> <p><b>Evidence of Impact</b> Key stakeholders and community members have information about learning throughout the district</p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> Establishes calendar to regularly gather key stakeholders, ensuring the purpose and objective has been identified and communicated clearly</p> <p><b>Evidence of Impact</b> Family and community come together to support education in the district</p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> Uses a process to determine if strategies used are effective and collaboratively develops alternative strategies where necessary</p> <p><b>Evidence of Impact</b> Family and community assist in analyzing the support of education</p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> Evaluates the effectiveness of strategies used to bring together community, resources and information and modifies strategies as necessary to increase effectiveness</p> <p><b>Evidence of Impact</b> Family and community, available resources, research and public information improves in its impact on education in the district</p>

## Superintendent Growth Guide 4.2

### Standard 4: Collaboration with Families and Stakeholders

#### Quality Indicator 2: Respond to Community Interests and Needs

New	Developing	Proficient	Distinguished
<p>4N2) The new superintendent ...</p> <p>Exhibits high visibility and active involvement across the district in order to understand and accommodate diverse district and community interests and needs in support of the vision, mission and goals.</p>	<p>4D2) The developing superintendent also...</p> <p>Maintains high visibility and active involvement across the district.</p>	<p>4P2) The proficient superintendent also...</p> <p>Monitors and analyzes the impact of their visibility and active involvement.</p>	<p>4S2) The distinguished superintendent also...</p> <p>Consistently determines and uses areas for visibility and active involvement that yield the highest impact.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> Establishes a process for being highly visible and actively involved as a strategy for learning important community interests and needs</p> <p><b>Evidence of Impact</b> Diverse district and community interests and needs are accommodated in support of the vision, mission and goals</p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> Maintains high visibility and active involvement, building relationships with key stakeholders in the community</p> <p><b>Evidence of Impact</b> Relationship with community is positive and supports the accommodation of diverse needs</p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> Monitors the effectiveness of strategies for high visibility and active involvement to determine their overall impact</p> <p><b>Evidence of Impact</b> Relationship with community is monitored and analyzed to ensure the accommodation of diverse needs</p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> Establishes a process to determine which areas of visibility and involvement have the highest impact and uses those to meet community interests and needs</p> <p><b>Evidence of Impact</b> High impact areas are used to expand the support of education in the district</p>

## Superintendent Growth Guide 4.3

### Standard 4: Collaboration with Families and Stakeholders

#### Quality Indicator 3: Mobilize Community Resources

New	Developing	Proficient	Distinguished
<p>4N3) The new superintendent ...</p> <p>Supports existing community resources in support of student achievement and for solving school and district problems.</p>	<p>4D3) The developing superintendent also...</p> <p>Uses existing community resources in support of student achievement and to solve school and district problems.</p>	<p>4P3) The proficient superintendent also...</p> <p>Monitors and analyzes the use of community resources.</p>	<p>4S3) The distinguished superintendent also...</p> <p>Determines and uses community resources with the highest impact to maximize student achievement.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Identifies and plans for the use of existing community resources</p> <p><b>Evidence of Practice</b> Tracks achievement of all students and regularly assesses school problems to determine appropriate need for resources</p> <p><b>Evidence of Impact</b> Use of resources solve school and district problems related to student achievement</p>	<p><b>Evidence of Commitment</b> Maintains plans and documentation on the use of existing community resources</p> <p><b>Evidence of Practice</b> Understand what resources are available in the community and develops and uses strategies for mobilizing and directing resources to most needed areas</p> <p><b>Evidence of Impact</b> Student achievement is positively impacted by the use of resources</p>	<p><b>Evidence of Commitment</b> A process exists to monitor and analyze the use of community resources</p> <p><b>Evidence of Practice</b> Continuously monitors the use of resources to address specific school problems and conducts ongoing analysis of the impact of the resources on addressing problems</p> <p><b>Evidence of Impact</b> Student achievement is positively impacted by the monitoring and analysis of the use of resources</p>	<p><b>Evidence of Commitment</b> A plan is maintained for the use of high impact community resources</p> <p><b>Evidence of Practice</b> Uses strategies to determine which resources impact student achievement the most and conducts long-range planning to maintain these resources</p> <p><b>Evidence of Impact</b> Student achievement improves based on the use of high impact community resources</p>

## Superintendent Growth Guide 5.1

### Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

#### Quality Indicator 1: Personal and Professional Responsibility

New	Developing	Proficient	Distinguished
<p>5N1) The new superintendent ...</p> <p>Demonstrates respect for others, honors confidentiality, and engages in honest interactions.</p>	<p>5D1) The developing superintendent also...</p> <p>Maintains consistent respect for others, honors confidentiality and engages in honest interactions.</p>	<p>5P1) The proficient superintendent also...</p> <p>Analyzes their own effectiveness in regards to demonstrating respect for others, honoring confidentiality and engaging in honest interactions.</p>	<p>5S1) The distinguished superintendent also...</p> <p>Models behavior to ensure respect for others, the honoring of confidentiality and engaging in honest interactions.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Understands ethical principles as they apply to district records, policies, procedures, etc.</p> <p><b>Evidence of Practice</b> Uses language that demonstrates respect when addressing leadership, staff, students and families, ensuring that sensitive information is kept confidential</p> <p><b>Evidence of Impact</b> Leadership, teachers, parents and staff experience honest interactions based upon ethical and legal principles</p>	<p><b>Evidence of Commitment</b> Maintains district records and a code of conduct in an honest and ethical manner</p> <p><b>Evidence of Practice</b> Consistently demonstrates respect and ethical behavior and enforces the code of conduct to create a culture of professionalism</p> <p><b>Evidence of Impact</b> Leadership, teachers, parents and staff routinely experience honest interactions based upon ethical and legal principles</p>	<p><b>Evidence of Commitment</b> Documents own progress regarding ethical and honest practice</p> <p><b>Evidence of Practice</b> Evaluates and reflects on their own effectiveness in regards to ethical behavior and demonstrating integrity to ensure a professional culture conducive to learning</p> <p><b>Evidence of Impact</b> Leadership, teachers, parents and staff offer feedback regarding honest interactions based upon ethical and legal principles</p>	<p><b>Evidence of Commitment</b> Maintains a district code of conduct that encourages honest and ethical practice</p> <p><b>Evidence of Practice</b> Is a model of ethical behavior that promotes a culture of professional among all staff ensuring that the learning environment is focused on the well-being and growth of students</p> <p><b>Evidence of Impact</b> Leadership and staff engage in honest interactions based upon ethical and legal principles</p>

## Superintendent Growth Guide 6.1

### Standard 6: The Education System

Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

#### Quality Indicator 1: Understand the Larger Context

New	Developing	Proficient	Distinguished
<p>6N1) The new superintendent ...</p> <p>Is aware of the influence of larger political, social, economic, legal and cultural issues and is knowledgeable of appropriate research methods as they apply to the school and district context.</p>	<p>6D1) The developing superintendent also...</p> <p>Analyzes the influence of larger political, social, economic, legal and cultural issues and can apply appropriate research methods to impact the school and district context.</p>	<p>6P1) The proficient superintendent also...</p> <p>Synthesizes the influence of larger political, social, economic, legal and cultural issues.</p>	<p>6S1) The distinguished superintendent also...</p> <p>Evaluates the influence of larger political, social, economic, legal and cultural issues.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Has information or research on political, social, economic, legal and cultural issues</p> <p><b>Evidence of Practice</b> Is knowledgeable about state and federal rules and guidelines as they apply to learning in their community</p> <p><b>Evidence of Impact</b> N / A</p>	<p><b>Evidence of Commitment</b> Maintains appropriate research on political, social, economic, legal and cultural issues</p> <p><b>Evidence of Practice</b> Creates general awareness among district leadership staff and Board members on the impact of political issues in the community</p> <p><b>Evidence of Impact</b> N / A</p>	<p><b>Evidence of Commitment</b> Has updated and synthesized information or research on political, social, economic, legal and cultural issues</p> <p><b>Evidence of Practice</b> Brings together various research and new learning to create better learning conditions throughout the district</p> <p><b>Evidence of Impact</b> N / A</p>	<p><b>Evidence of Commitment</b> Information or research provides evaluation on the political, social, economic, legal and cultural issues</p> <p><b>Evidence of Practice</b> Continually conducts evaluation and monitoring to determine how broader state and federal guidelines apply to learning in their community</p> <p><b>Evidence of Impact</b> N / A</p>

## Superintendent Growth Guide 6.2

### Standard 6: The Education System

#### Quality Indicator 2: Respond to the Larger Context

New	Developing	Proficient	Distinguished
<p>6N2) The new superintendent ...</p> <p>Is aware of potential trends, issues and changes that could impact the environment and learning opportunities of students in the school and/or district.</p>	<p>6D2) The developing superintendent also...</p> <p>Communicates with members of the School Board and community concerning potential trends, issues and changes.</p>	<p>6P2) The proficient superintendent also...</p> <p>Consistently communicates with members of the School Board and community concerning trends, issues and changes.</p>	<p>6S2) The distinguished superintendent also...</p> <p>Evaluates and modifies as needed communication with members of the School Board and the community.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Maintains information on potential trends, issues and changes that could impact the environment to be communicated to the Board</p> <p><b>Evidence of Practice</b> Conducts demographic and socio-economic analysis of the community and its relationship to student learning</p> <p><b>Evidence of Impact</b> Information about trends issues and changes positively impact learning opportunities for students</p>	<p><b>Evidence of Commitment</b> Gathers relevant information for consistent Board communication and correspondence</p> <p><b>Evidence of Practice</b> Conducts effective updates to Board members by communicating in ways that non-educators can understand</p> <p><b>Evidence of Impact</b> School board members receive relevant information about trends, issues and changes</p>	<p><b>Evidence of Commitment</b> Maintains information for Board communication and correspondence</p> <p><b>Evidence of Practice</b> Conducts regular sessions with Board members on relevant issues and trends as they impact education in the community</p> <p><b>Evidence of Impact</b> School board members receive effective communication and information on a regular and ongoing basis</p>	<p><b>Evidence of Commitment</b> Evaluates and documents any changes in communicating information and Board correspondence</p> <p><b>Evidence of Practice</b> Conducts surveys and focus groups with Board members and community stakeholders to determine the effectiveness of their communication</p> <p><b>Evidence of Impact</b> School board members receive improved communication on a regular and ongoing basis</p>

## Superintendent Growth Guide 6.3

### Standard 6: The Education System

#### Quality Indicator 3: Influence the Larger Context

New	Developing	Proficient	Distinguished
<p>6N3) The new superintendent ...</p> <p>Is aware of policies and resources at local, state and federal levels that would help ensure equity of the educational experience for each student in the district.</p>	<p>6D3) The developing superintendent also...</p> <p>Designs policies and identifies resources at local, state and federal levels.</p>	<p>6P3) The proficient superintendent also...</p> <p>Advocates for policies and the application of resources at local, state and federal levels.</p>	<p>6S3) The distinguished superintendent also...</p> <p>Evaluates and modifies as necessary strategies used to advocate for policies and apply resources at local, state and federal levels.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Begins to gather local, state and federal policies and resources</p> <p><b>Evidence of Practice</b> Understands inequities in the education system in their district and studies local policies and resources to address them</p> <p><b>Evidence of Impact</b> There is equity of the educational experience for each student in the district</p>	<p><b>Evidence of Commitment</b> Maintains policies and identifies resources at the local, state and federal level</p> <p><b>Evidence of Practice</b> Compares policies with existing inequities in the education system in their district</p> <p><b>Evidence of Impact</b> Resources at local, state and federal levels ensure equity of the educational experience for each student in the district</p>	<p><b>Evidence of Commitment</b> Maintains documentation on the application of resources at the local, state and federal level</p> <p><b>Evidence of Practice</b> Effectively communicates and advocates for policies to address inequities in the education system</p> <p><b>Evidence of Impact</b> Application of resources at local, state and federal levels ensure equity of the educational experience for each student in the district</p>	<p><b>Evidence of Commitment</b> Evaluates and recommends to the Board policies and strategies for use of resources at the local, state and federal level</p> <p><b>Evidence of Practice</b> Studies the impact of policies and the application of resources and adjusts as needed to increase their impact</p> <p><b>Evidence of Impact</b> Policies and resources improve the equity of the educational experience for each student in the district</p>

## Superintendent Growth Guide 7.1

### Standard 7: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

#### Quality Indicator 1: Increase knowledge and skills based on best practices

New	Developing	Proficient	Distinguished
<p>7N1) The new superintendent...</p> <p>Begins to acquire appropriate knowledge, skills, and best practices to positively impact staff development and student learning.</p>	<p>7D1) The developing superintendent also...</p> <p>Acquires and enhances personal knowledge, skills, and best practices to address staff development and student learning needs.</p>	<p>7P1) The proficient superintendent also...</p> <p>Consistently applies knowledge, skills, and best practices that result in growth in personnel and increases student learning.</p>	<p>7S1) The distinguished superintendent also...</p> <p>Evaluates the impact of new knowledge, skills, and best practices on the growth of personnel and student learning.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> Creates a professional growth plan to document appropriate knowledge, skills, and best practices</p> <p><b>Evidence of Practice</b> Reviews and researches appropriate knowledge, skills, and best practices to address needs in the district</p> <p><b>Evidence of Impact</b> Staff development and student learning needs are identified</p>	<p><b>Evidence of Commitment</b> Professional growth plan reflects enhanced personal knowledge, skills and best practices</p> <p><b>Evidence of Practice</b> Uses research and new learning to development personnel and increase student learning</p> <p><b>Evidence of Impact</b> Student learning is impacted by the enhanced personal knowledge of the superintendent's new learning</p>	<p><b>Evidence of Commitment</b> Professional growth plan documents applied knowledge, skills, and best practices</p> <p><b>Evidence of Practice</b> Applied knowledge, skills, and best practices are used to further personnel development and expand student learning</p> <p><b>Evidence of Impact</b> Student learning is impacted by the application of the superintendent's new learning</p>	<p><b>Evidence of Commitment</b> Professional development plan reflects the evaluation of new knowledge, skills, and best practices</p> <p><b>Evidence of Practice</b> Establishes strategies to evaluate the impact of new knowledge, skills, and best practices on growing staff and expanding student learning</p> <p><b>Evidence of Impact</b> Student learning is impacted by the evaluation of the application and impact of the superintendent's new learning</p>

## Superintendent Standards and Indicators in Professional Frames

(PC 14/16 = 87%) (PP 16/16 = 100%) (PI 14/16 = 87%)

St/QI	Indicator	Professional Frames		
		Comm	Pract	Impact
	<b>Vision, Mission and Goals</b>			
1.1	Develop and articulate a vision	X	X	
1.2	Implement and Steward a Vision	X	X	X
	<b>Teaching and Learning</b>			
2.1	Promote positive school culture	X	X	X
2.2	Provide Effective Instructional Program	X	X	X
2.3	Ensure Comprehensive Professional Growth Plans	X	X	X
	<b>Management of Organizational Systems</b>			
3.1	Manage the Organizational Structure	X	X	X
3.2	Lead Personnel	X	X	X
3.3	Manage Resources	X	X	X
	<b>Collaboration with Families and Stakeholders</b>			
4.1	Collaborate with Families and Other Community Members		X	X
4.2	Respond to Community Interests and Needs		X	X
4.3	Mobilize Community Resources	X	X	X
	<b>Ethics and Integrity</b>			
5.1	Personal and Professional Responsibility	X	X	X
	<b>The Education System</b>			
6.1	Understand the Larger Context	X	X	
6.2	Respond to the Larger Context	X	X	X
6.3	Influence the Larger Context	X	X	X
	<b>Professional Development</b>			
7.1	Increase knowledge and skills based on best practices	X	X	X

## Possible Sources of Evidence

### Standard 1: Vision, Mission and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

New	Developing	Proficient	Distinguished
For the new superintendent...	For the developing superintendent...	For the proficient superintendent...	For the distinguished superintendent...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Documentation on how the vision, mission and goals were developed and are used</li> <li>• Historical data on how it was created and used in the past</li> <li>• Strategies for learning about and respected the established rituals and routines of the district and community</li> <li>• Posted vision, mission and goals of the district</li> <li>• Documentation of links of vision, mission and goals to needs of students and community</li> <li>• Research on motivation strategies for achieving vision, mission and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting notes or other documentation regarding the collaborative process of creating and implementing vision, mission and goals</li> <li>• Documented revisions made to the vision, mission and goals</li> <li>• Regular updates on progress made toward building goals</li> <li>• Documented progress on initiation strategies</li> <li>• Strategies for collaboratively developing and implementing vision, mission and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Documented strategies for communicating vision, mission and goals</li> <li>• Newsletters, website, memo, articles, etc.</li> <li>• List of all key stakeholders that have received directed communication about vision, mission and goals</li> <li>• Use of different methods of determining overall buy-in of key stakeholders</li> <li>• Data gathered on effectiveness of communicating about vision, mission and goals</li> <li>• Use of data to determine appropriate school goals and priority areas</li> <li>• Continuous and sustained improvement aligned to vision, mission and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Data gathered on the appropriateness and relevance of the vision, mission and goals</li> <li>• Documentation of revisions made to vision, mission and goals</li> <li>• Documentation of process of revising vision, mission and goals</li> <li>• Impact data on effectiveness of revisions</li> <li>• Evaluates buy-in from key stakeholders</li> <li>• Strategies to monitor and evaluate progress on achieving school goals</li> <li>• Documented evaluation strategies</li> <li>• Documented examples of how key stakeholders support and further progress on vision, mission and goals</li> </ul>

## Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

New	Developing	Proficient	Distinguished
For the new superintendent...	For the developing superintendent...	For the proficient superintendent...	For the distinguished superintendent...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Data from building observations supervising instruction and to confirm growth in student learning</li> <li>• Input gathered from focus groups or surveys about school culture</li> <li>• Reflections on community rituals and routines and their impact on learning</li> <li>• Observation data to determine current instruction and assessment practices</li> <li>• Research on effective instruction and assessment practices</li> <li>• Inventory of curricular materials</li> <li>• Assessment of diverse needs of students</li> <li>• Strategies to include the Professional Growth Committee in efforts to align activities to school improvement</li> <li>• List of strategies and procedures related to professional growth plans</li> <li>• Records and files of meetings and activities of leadership and the Professional Growth Committee</li> </ul>	<ul style="list-style-type: none"> <li>• List of context appropriate strategies that maximize time spent on instruction</li> <li>• Culture and profile data that highlights collaboration, learning and high expectations</li> <li>• Uses observation data to monitor collective implementation of instructional strategies</li> <li>• Minutes, agendas, data from teacher meetings focused on student data</li> <li>• Data related to professional growth plans and their alignment to district improvement</li> <li>• Research on trends in education leadership and effective instruction</li> <li>• Strategies to develop the instructional capacity of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness data on the use of instruction strategies</li> <li>• Data confirming the use of the highly effective and appropriate technology to support student learning</li> <li>• Student data related to instruction and assessment practices</li> <li>• Documented changes and improvement of instructional practice</li> <li>• Creates a culture of best practice among staff</li> <li>• Examples of professional learning impacting student learning</li> <li>• Inventory of best practices and a rigorous and coherent curricular program</li> <li>• Documentation of the application of new learning and skills to address student needs</li> <li>• Description of the accountability system to monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Any evaluation data related to culture and context</li> <li>• List of modifications and changes based on data regarding the impact of the district's instructional program</li> <li>• Descriptive data on the effectiveness of the learning environment</li> <li>• Student trend data showing improvement and growth over time</li> <li>• Personnel data documenting improvement of leadership and teacher practice resulting in improved student performance</li> <li>• Uses strategies to determine the impact of professional growth on student performance</li> <li>• Documentation on the system of evaluating instructional programs</li> <li>• Student performance data relevant to the district's instructional programs</li> </ul>

## Standard 3: Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel and resources in a way that promotes a safe, efficient and effective learning environment.

New	Developing	Proficient	Distinguished
For the new superintendent...	For the developing superintendent...	For the proficient superintendent...	For the distinguished superintendent...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Intentional alignment of all structures, policies and procedures to vision, mission and goals</li> <li>• Handbooks supporting vision, mission and goals</li> <li>• Various forms of communication that demonstrate respectful, honest language</li> <li>• Documented communication demonstrating accuracy and consistency</li> <li>• Inventory of materials supporting student learning</li> <li>• Priorities as established in the vision, mission and goals</li> <li>• Strategies for protecting the welfare and safety of students and staff</li> <li>• Data confirming the equitable allocation and distribution of resources</li> <li>• Profiles on staff indicating strengths</li> <li>• Documentation related to the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to determine the effectiveness of management strategies</li> <li>• Calendar of reviews of performance of staff</li> <li>• Strategies used to determine effectiveness of performance</li> <li>• Examples of strategies for listening to different points of view</li> <li>• Meeting notes highlighting the collaborative process</li> <li>• Documented follow-up with leadership and staff on various issues</li> <li>• Documentation like budgets, long-range planning</li> <li>• List of resource allocation</li> <li>• Any data regarding the obtaining, allocating, aligning and efficient use of resources</li> <li>• Data confirming that strategies for protecting welfare and safety are effective</li> <li>• Management strategies that ensure time is focused to support quality instruction and student learning</li> <li>• Data confirming the evaluation process is improving practice</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and analysis data on improved practices of teachers resulted in improved student learning</li> <li>• Evaluation and analysis data on effective management</li> <li>• Notes from collaborative meetings indicating shared leadership</li> <li>• Documentation of collective commitment of staff</li> <li>• Criteria for determining equitable use of resources</li> <li>• Analysis structures and methods indicating effective management strategies</li> <li>• Examples of strategies and methods for building distributed leadership</li> <li>• Process for continually evaluating the effectiveness of structures and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicating ownership for modifications using a collaborative process</li> <li>• Documentation of system-wide process of continual evaluation and revisions</li> <li>• Documented; ongoing improvement in management and leadership</li> <li>• Feedback and follow-up with staff</li> <li>• Documentation of leadership teams and other distributive leadership structures</li> <li>• Examples of increased instructional capacity of staff</li> <li>• Collaborative meeting documentation</li> <li>• Data confirming the improved effectiveness of the management and operational systems</li> </ul>

## Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

New	Developing	Proficient	Distinguished
For the new superintendent...	For the developing superintendent...	For the proficient superintendent...	For the distinguished superintendent...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Past documentation of district-wide and community-based events and activities</li> <li>• Relevant research and public information impacting district culture and student learning</li> <li>• Documentation of strategies for being visible and involved</li> <li>• List of community interests and needs</li> <li>• Accurate understanding of district goals and needs</li> <li>• Data on student achievement and their alignment to goals and needs</li> <li>• Inventory of resources available as potential solutions to district problems</li> <li>• Benchmarking of evidence that district goals are achieved</li> <li>• Data pertinent to the educational environment</li> <li>• Collaboration strategies</li> <li>• Awareness of key community stakeholders</li> <li>• Inventory of community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of events demonstrating district and community collaboration</li> <li>• Clear purpose and intent of activities and how they support learning</li> <li>• Calendar and daily schedule documenting visibility and involvement efforts</li> <li>• Accurate district budget demonstrating areas of need</li> <li>• Inventory of available resources</li> <li>• Documentation of resources used to address specific problems</li> <li>• Examples of building positive relationships with key stakeholders and caregivers</li> <li>• Examples of community resources addressing school issues</li> <li>• Long-range planning for how to address school priorities with existing community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of process used to evaluate the impact of community</li> <li>• Documentation of collaborative strategies used between district and community</li> <li>• Effectiveness data on visibility and involvement</li> <li>• Documentation of analysis and impact on improvements in the district</li> <li>• Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers</li> <li>• Data on services provided by community agencies</li> <li>• Data on improvements in student learning as impacted by community resources</li> <li>• Examples of promoting, understanding, appreciating and using the community's diverse resources</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring strategies to determine effectiveness</li> <li>• Evaluation data on student impact</li> <li>• Modifications made to strategies that promote district and community collaboration</li> <li>• Data on the process of engaging community input and buy-in</li> <li>• Community interests and needs addressed through involvement and visibility</li> <li>• Use of resources to meet specific school problems and support student achievement</li> <li>• Inventory of community resources and their direct impact on the district</li> <li>• Documentation of the impact of resources on specific problems and in support of student achievement</li> </ul>

## Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

New	Developing	Proficient	Distinguished
For the new superintendent...	For the developing superintendent...	For the proficient superintendent...	For the distinguished superintendent...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Documented use of language demonstrating respect when addressing leadership staff, students and families</li> <li>• Examples of how all sensitive information is kept confidential</li> <li>• Examples of communicates that uses clear and accurate language</li> <li>• Sample communication</li> <li>• Strategies for safeguarding the values of democracy, equity and diversity</li> <li>• Policies and procedures that demonstrate fairness and respect</li> <li>• Examples of district campaigns and student events promoting respect</li> <li>• Office referral data indicating improved student behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of the district's code of conduct and handbooks promoting mutual respect</li> <li>• Strategies for maintaining confidentiality</li> <li>• Examples of communication demonstrating clarity, honesty and respect</li> <li>• Policies and procedures that promote social justice</li> <li>• Strategies ensuring that student needs inform all aspects of schooling</li> <li>• Identify and communicate trends and research relevant to the school's educational programming</li> <li>• Ensure a system of accountability for every student's academic and social success</li> </ul>	<ul style="list-style-type: none"> <li>• Continual process for evaluating the culture of the school to ensure mutual respect</li> <li>• Handbook and Codes of Conduct revisions and their impact</li> <li>• Examples of ways that ethical behavior, reflective practice, transparency and honest have been modeled</li> <li>• Survey data indicating a positive, professional and respectful culture exists</li> <li>• Continual strategies for evaluating the school's system of accountability ensuring every student's academic and social success</li> <li>• Strategies for addressing trends and research relevant to the learning of students in the school</li> <li>• Examples of behaviors demonstrating advocacy for children, families and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Revisions and modifications made based on survey data</li> <li>• Examples of ethical and honest behaviors in staff</li> <li>• Examples of indications of a positive, professional culture</li> <li>• Strategies for evaluating the moral and legal consequences of decisions</li> <li>• Collaborative process to revise handbooks and codes of conduct</li> <li>• Collaborative process for addressing school issues and problems</li> <li>• Examples of ways local, district and/or state policies were influenced to benefit the learning of students in the school</li> </ul>

## Standard 6: The Education System

Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

New	Developing	Proficient	Distinguished
For the new superintendent...	For the developing superintendent...	For the proficient superintendent...	For the distinguished superintendent...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>• Participates in ongoing learning specific to the political context of education</li> <li>• Examples of research and issues</li> <li>• Federal and state guidelines</li> <li>• Conducts demographic and socio-economic analysis of the community and its relationship to student learning</li> <li>• Community data</li> <li>• Trend and issue data</li> <li>• Local policies and resources</li> <li>• Data on which groups of students are achieving at low levels and investigates why</li> <li>• Data related to inequities in the local education system</li> <li>• Inventory of available resources</li> </ul>	<ul style="list-style-type: none"> <li>• Applies research and new learning to shaping the education of their community</li> <li>• Relevant and appropriate research</li> <li>• Policies, protocols, etc. informed by research and political trends</li> <li>• Meeting notes with community agencies and groups to advocate for education</li> <li>• Board agenda and minutes</li> <li>• Calendar documenting community meetings</li> <li>• Collaborative mechanisms for the design of policies</li> <li>• List of relevant policies</li> </ul>	<ul style="list-style-type: none"> <li>• Brings together various research and new learning to create better learning conditions throughout the district</li> <li>• Survey data</li> <li>• Feedback from staff</li> <li>• Research items or legislature</li> <li>• Meeting notes with community groups and agencies to advocate for education</li> <li>• Board agenda and minutes</li> <li>• Calendar documenting community meetings</li> <li>• Application of resources in ways that address inequities in the education system</li> <li>• Meeting agendas and minutes</li> <li>• Budgets reflecting application of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation data on the impact of new research and learning and how well it accelerates student performance throughout the district</li> <li>• Evaluation and monitoring data</li> <li>• Inventory of resources available as potential solutions to school problems</li> <li>• Adjusts strategies as needed to increase the effectiveness of communication and degree of advocacy</li> <li>• Changes in strategies</li> <li>• Survey or focus group data</li> <li>• Studies on the impact of policies and the application of resources</li> <li>• Impact data</li> <li>• Changes in policy</li> </ul>

## Standard 7: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

New	Developing	Proficient	Distinguished
For the new superintendent...	For the developing superintendent...	For the proficient superintendent...	For the distinguished superintendent...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>Professional Growth plan documenting new learning and best practices</li> <li>Examples of research relevant to student learning</li> <li>Examples of applied knowledge, skills and best practice</li> <li>Examples of practice impacted by new knowledge and skills</li> <li>Documented student learning needs</li> <li>Documented needs of leadership and staff</li> <li>Calendars, summaries, etc. documenting efforts to learn new knowledge and skills</li> <li>Strategies for sharing new knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Professional Growth plan documenting enhanced knowledge and best practices</li> <li>Strategies to use new knowledge and skills to increase leader and teacher capacity</li> <li>Changes in practice based on new knowledge and skills</li> <li>Student data indicating applied learning addressed student learning needs</li> <li>Data indicating applied learning addressed staff development needs</li> </ul>	<ul style="list-style-type: none"> <li>Professional growth plan provides trend data showing ongoing acquisition of new knowledge and skills</li> <li>Ongoing learning addresses issues in student learning</li> <li>Ongoing learning addresses priority areas in leader and staff development</li> <li>Examples of modeling ongoing learning for students and staff</li> <li>Examples of modeling the application of new learning to address student needs</li> </ul>	<ul style="list-style-type: none"> <li>Professional growth plan the evaluation of new knowledge and skills to address specific issues</li> <li>Impact data that demonstrates changes in practice based on new knowledge and skills</li> <li>Examples of change in leader and teacher practice based on new knowledge and skills of the superintendent</li> <li>Examples of improvement in student learning based on new knowledge and skills of the superintendent</li> <li>Examples of the impact of modeling ongoing learning for students and staff</li> </ul>

## Suggested Timeline for the Superintendent Evaluation

### Superintendent Emphasis

In establishing a schedule for evaluating the superintendent's performance, the school board should first take into account the dates by which certain decisions need to be made. School boards should conduct the superintendent evaluation annually. Conducting an annual evaluation means the identification, measurement, and documentation of performance standards needs to be continuous and ongoing. A sample schedule is provided below with emphasis on the role of the superintendent.

MONTH	RESPONSIBLE PARTY	ACTION
June	Returning Supt.	Self-identify and submit for review plans to pursue CSIP and Supt. PDP.
July	New Supt.	Begin intensive review of district C-SIP and personal goals.
August	New Supt.	Self-identify and submit for review plans to pursue CSIP and personal goals.
Oct / Nov	Returning & New Supt.  School Board	Review is made of CSIP goals and the Superintendent's professional development goals. Superintendents should address objectives that are complete, delayed or incomplete.  School Board should meet w/Supt to discuss progress towards and status of goals.
Jan / Feb	School Board	School Board should complete the summative evaluation and make their employment recommendation(s) for the Superintendent.

## Suggested Timeline for the Superintendent Evaluation

### Board Emphasis

In establishing a schedule for evaluating the superintendent's performance, the school board should first take into account the dates by which certain decisions need to be made. School boards should conduct the superintendent's evaluation annually. Conducting an annual evaluation means the identification, measurement, and documentation of performance standards needs to be continuous and ongoing. A sample schedule is provided below with emphasis on the role of the school board.

MONTH	ACTION
May - August	Establish / review goals aligned with CSIP.
September - November	Review / CSIP.
December - March	Complete the evaluation tool. Contract determined.
April - May	Review / CSIP.
May - July	Review goals.

## Performance Based Superintendent Evaluation SUMMATIVE Report

Directions: To be used by the board president and board members to reach consensus based on individual board member responses.

Education Leadership Policy Standard	Ineffective	Minimally Effective	Effective	Highly Effective	Consensus
<u>Indicator #1</u>					
<u>Indicator #2</u>					
<u>Indicator #3</u>					

---

Superintendent Signature / Date

---

Board President Signature / Date

Signatures indicate the document has been reviewed and discussed with the Superintendent.

## Suggested Job Description

This job description is provided as a model. It is meant as a starting point for districts developing a comprehensive job description for the superintendent. While those duties listed as *essential* will vary only slightly from district to district, there may be significant differences in areas such as supervisory duties. This document should be modified to meet the needs of individual districts.

**Job Title:** Superintendent of Schools

**Department:** Administration

**Reports to:** Board of Education

**Classification:** Exempt

## Summary

The Superintendent is responsible for the day to day operation of the district in accordance with board policy and the district's comprehensive school improvement plan. The superintendent provides information and recommendations to the board and serves as the liaison between the board and the public.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

## Essential Duties and Responsibilities

An individual who holds this position is required to perform the following essential duties and responsibilities. Essential duties and responsibilities have been organized by work area.

### Student Performance

- Serve as the instructional leader for the district
- Facilitate curriculum design and implementation and alignment based on research, applied theory and best practices
- Ensure the district is accredited pursuant to the Missouri accreditation process
- Promote student achievement as the primary focus of all district staff

### Highly Qualified Staff

- Direct hiring, assignment and training of staff
- Direct a performance-based evaluation program for all staff
- Hear staff complaints and grievances
- Commit to ongoing personal and professional development
- Participate in a standards-based performance evaluation at least annually
- Act in accordance with a code of ethics appropriate to the position

### Facilities, Support and Instructional Resources

- Manage the financial affairs of the district and provide the board with financial reports monthly or as requested
- Advise the board on matters of finance, policy, facilities and personnel
- Maintain district records
- Submit all reports and data required by state and federal law
- Maintain facilities that are safe, adequate, efficient and conducive to learning
- Direct the acquisition of instructional materials, supplies and other equipment necessary for effective instruction

### Parent and Community Involvement

- Represent the school district at local events
- Serve as an advocate for the district to the public and state lawmakers
- Build and maintain relationships with community leaders, local government officials and civic organizations
- Serve as the district liaison with law enforcement, first responders and other emergency agencies and personnel

### Governance

- Facilitate and attend board meetings
- Develop agendas for board meetings in consultation with the board president and provide board members necessary information in advance of all meetings
- Delegate duties to members of the administrative team as appropriate
- Implement the district's strategic plan
- Implement board policy through written administrative procedures

### Supervisory Duties

The Superintendent has supervisory responsibility over all district staff and immediate supervisory responsibility for the following positions:

- Assistant Superintendents
- Director of Human Resources
- Director of Elementary Education
- Director of Secondary Education
- Director of Special Education
- Director of Transportation
- Facilities Director
- Chief Financial Officer
- Chief Operating Officer
- Chief Communications Officer
- Principals
- Administrative Assistant to the Superintendent

## Qualifications

### Education

Specialist degree or higher in educational administration.

### Certificates, Licenses, Registrations

Valid Missouri superintendent certificate.

## Skills and Abilities

The skills and abilities listed below are representative of the knowledge, skills and abilities required and are rooted in national standards.

### Interpersonal Skills

This position requires strong interpersonal skills including the ability to:

- Maintain collegial working relationships with staff and members of the Board of Education
- Maintain a positive relationship with members of the community
- Effectively manage conflict
- Motivate staff, students and community members
- Initiate, manage and evaluate the change process

### Language

This position requires strong written and verbal communication skills. The individual who holds this position must:

- Have sufficient reading skills to interpret educational, scientific and technical journal articles, financial reports and board policy, governmental regulation and guidance and legal documents
- Have listening skills sufficient to receive inquiries and complaints and respond appropriately
- Be able to make effective presentations to the board, staff and community

### Computation

Ability to do basic mathematic calculations and apply concepts such as fractions, percentages, ratios and proportions to practical situations.

### Reasoning

Ability to:

- Define problems, collect data, verify facts, make valid conclusions and deal with abstract concepts
- Use appropriate problem-solving techniques

### Analysis

Ability to use data to assess, plan and design systems and programs.

## Technology

Ability to:

- Use computers and portable electronic devices
- Enhance productivity and learning opportunities through technology

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

## Attendance

Regular and consistent attendance is an essential function of this position.

The work conditions and environment described here are representative of those that an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

## Conditions and Environment

The work environment is consistent with a typical office environment.

Rarely, an individual who holds this position must work outside in rain and snow and temperatures above 100 degrees and below freezing.

## Superintendent Policy Responsibility Chart

### Based on MSBA Sample Board Policies

Policy	Procedures	Superintendent Responsibility/Authorization	Delegated to
AC Prohibition Against Illegal Discrimination or Harassment		<ul style="list-style-type: none"> <li>Continuously publicize the policy and disseminate information on how to report harassment and discrimination.</li> <li>Hear appeals of discrimination/harassment complaints.</li> </ul>	
AF Accountability/Com mitment to Accomplishment		<ul style="list-style-type: none"> <li>Implement evaluation procedures for all district operations.</li> </ul>	
BBA School Board Powers and Duties		<ul style="list-style-type: none"> <li>Implement board policies.</li> <li>Provide the board sufficient information to evaluate the district's programs.</li> </ul>	
BBB School Board Elections	BBB-AP	<ul style="list-style-type: none"> <li>Oversee candidate filing.</li> </ul>	
BBFA Board Member Conflict of Interest and Financial Disclosure		<ul style="list-style-type: none"> <li>Make financial disclosures required by law.</li> </ul>	
BCA Board Organizational Meeting		<ul style="list-style-type: none"> <li>Serve as temporary chair for the election of board officers.</li> </ul>	
BCE Board Committees/ Advisory Committees to the Board		<ul style="list-style-type: none"> <li>Receive reports from committees.</li> </ul>	
BCG School Attorney/Legal Services		<ul style="list-style-type: none"> <li>Consult district counsel for advice when appropriate.</li> </ul>	
BDA Board Meetings		<ul style="list-style-type: none"> <li>Arrange for board members to participate electronically when requested.</li> </ul>	
BDDA Notification of Board Meetings		<ul style="list-style-type: none"> <li>Ensure the timely posting of meetings.</li> </ul>	
Bddb Agendas		<ul style="list-style-type: none"> <li>Create meeting agendas in consultation with the board president.</li> </ul>	
BDDG, BDDG-R Minutes		<ul style="list-style-type: none"> <li>Responsibility for safekeeping of minutes.</li> </ul>	

BDDH Public Participation at Board Meetings		<ul style="list-style-type: none"> <li>• Distribute written correspondence to the board.</li> <li>• Receive requests for placement on the agenda.</li> </ul>	
BF School Board Policy Process		<ul style="list-style-type: none"> <li>• Make changes to administrative procedures as necessary.</li> <li>• Ensure that policies, procedures and rules are available to all staff annually.</li> <li>• Make recommendations to the board regarding new policies or proposed changes.</li> <li>• Act on his or her own judgment in situations not governed by policy, subject to board review.</li> <li>• Administer adopted policies.</li> <li>• Inform the board when policies need revision or are outdated.</li> <li>• Keep manuals updated.</li> </ul>	
BHA New Board Member Orientation		<ul style="list-style-type: none"> <li>• Assist new board members by answering questions about pertinent governing documents.</li> </ul>	
CB School Superintendent		<ul style="list-style-type: none"> <li>• Serve as the chief executive officer of the district.</li> <li>• Execute board policies.</li> <li>• Communicate board directives to other employees.</li> <li>• Give directives necessary for the management of the district that are not specifically covered in board policy.</li> <li>• Make internal operational decisions for the district.</li> <li>• Delegate authority.</li> </ul>	
CBC Superintendent's Contract/ Compensation and Benefits		<ul style="list-style-type: none"> <li>• Work 12 months.</li> </ul>	
CBG Evaluation of the Superintendent		<ul style="list-style-type: none"> <li>• Work with the board to review performance expectations from the previous year and establish goals for the upcoming year.</li> </ul>	
CF School Building Administration		<ul style="list-style-type: none"> <li>• Direct and approve activity of building level administrators.</li> </ul>	

CGC State and Federal Programs Administration	CGC-AP Data Reporting	<ul style="list-style-type: none"> <li>• Coordinate all state and federal programs.</li> <li>• Ensure that programs are operated within guidelines.</li> <li>• Record the date on which data was reported and the entity to whom it was reported.</li> <li>• Provide a copy of all reports to the custodian of records.</li> </ul>	
CH Policy Implementation and Dissemination		<ul style="list-style-type: none"> <li>• Implement and enforce board policies and administrative procedures.</li> <li>• Provide the initial response to questions about board policy and administrative procedures.</li> <li>• Assist the board in review and revision of policy and procedure.</li> <li>• Develop and implement administrative procedures to carry out board policy.</li> <li>• Inform staff about procedures and forms they are expected to use.</li> <li>• Inform staff when policies, procedures or forms change.</li> <li>• Maintain a current copy of board policy and administrative procedures and forms.</li> </ul>	
CHCA Handbooks		<ul style="list-style-type: none"> <li>• Create, revise and disseminate handbooks in cooperation with other district administrators.</li> </ul>	
DA Fiscal Responsibility		<ul style="list-style-type: none"> <li>• Receive reports of fiscal irregularities or fraud.</li> <li>• Investigate suspected fraudulent acts.</li> <li>• Maintain a copy of any files removed during an investigation.</li> <li>• Advise the board regarding personnel and legal actions.</li> </ul>	
DB Annual Budget		<ul style="list-style-type: none"> <li>• Serve as budget officer for the district.</li> <li>• Develop procedures to seek input from appropriate people on budgetary needs.</li> <li>• Submit a tentative budget to the board.</li> <li>• Ensure that the budget is followed.</li> <li>• Make recommendations for fund transfers.</li> <li>• Prepare a monthly statement for the board.</li> </ul>	

DC Taxing and Borrowing Authority/Limitations		<ul style="list-style-type: none"> <li>• Provide the board an annual estimate of the tax rate necessary to provide for district needs.</li> <li>• Make recommendations regarding capital outlay.</li> </ul>	
DD Grants	DD-AP State and Federal Programs Administration	<ul style="list-style-type: none"> <li>• Pursue grants and other alternative sources of funding.</li> <li>• Make recommendations regarding grant acceptance.</li> <li>• Discuss grants with employees before they apply and present employee-generated grants to the board.</li> </ul>	
DEA Revenues from Tax Sources		<ul style="list-style-type: none"> <li>• File required reports and forms to secure state funding.</li> </ul>	
DED Disposition of Unbudgeted Revenue		<ul style="list-style-type: none"> <li>• Recommend policy for distribution of unbudgeted revenue.</li> </ul>	
DFA Revenues From Investments/ Use of Surplus Funds		<ul style="list-style-type: none"> <li>• Serve as investment officer for the district for the investment of surplus funds.</li> <li>• Invest surplus funds.</li> <li>• Develop internal controls to prevent loss, theft or misuse.</li> </ul>	
DI Fiscal Accounting and Reporting/ Accounting System		<ul style="list-style-type: none"> <li>• Implement an accounting system.</li> <li>• Receive and account for all funds.</li> <li>• Provide monthly financial statements.</li> <li>• File enrollment, attendance, food service and transportation reports with DESE.</li> </ul>	
DIE Audits	DIE-AP	<ul style="list-style-type: none"> <li>• Arrange for audits.</li> <li>• Prepare a summary of the audit.</li> <li>• Provide copies of audits to the board.</li> <li>• File copies of audit with proper authorities.</li> <li>• Maintain a copy of the audit report.</li> </ul>	
DJB Petty Cash Accounts	DJB-AP	<ul style="list-style-type: none"> <li>• Develop procedures on governing the use of petty cash funds.</li> </ul>	

DJF Purchasing	DJF-AP1 Purchasing  DJF-AP2 Credit and Purchasing Cards	<ul style="list-style-type: none"> <li>• Supervise district purchasing.</li> <li>• Authorize and make purchases within budgetary limits.</li> <li>• Develop purchasing procedures that include procedures for cooperative purchasing.</li> <li>• Waive the requirement for competitive bids in certain situations.</li> <li>• Contact law enforcement if crime may have occurred.</li> <li>• Authorize staff to make purchases through credit or procurement cards.</li> <li>• Receive and process notices of lost or stolen credit or procurement cards.</li> <li>• Inform the board president when a board member misuses a credit or procurement card.</li> <li>• Sign a card usage agreement.</li> <li>• Authorize uses of a debarred or suspended provider and give written justification to the board.</li> </ul>	
DK Payment Process		<ul style="list-style-type: none"> <li>• Verify delivery of purchased items before authorizing payment.</li> <li>• Present bills and supporting documentation to the board for payment monthly.</li> </ul>	
DN Surplus District Property	DN-AP	<ul style="list-style-type: none"> <li>• Redistribute property or declare when it is surplus.</li> <li>• Dispose of property with no resale value in an appropriate manner.</li> <li>• Obtain a real estate appraisal.</li> </ul>	
EB Safety Program		<ul style="list-style-type: none"> <li>• Designate a Safety Coordinator.</li> </ul>	
EBAB Hazardous Materials	EBAB-AP1 Asbestos Control  EBAB-AP2 Handling and Disposal of Mercury	<ul style="list-style-type: none"> <li>• Develop procedures for the purchase, storage, handling, transportation and disposal of hazardous materials in cooperation with other administrators.</li> </ul>	
EBAC Integrated Pest Management	EBAC-AP	<ul style="list-style-type: none"> <li>• Assess district pest problems and current practices.</li> <li>• Work with representatives from food service, facilities, maintenance, building administration and the school nurse to develop procedures.</li> <li>• Receive complaints about the IPM program.</li> </ul>	

EBB Communicable Diseases		<ul style="list-style-type: none"> <li>• Protect confidential student and employee information.</li> </ul>	
EBBA Illness and Injury Response & Prevention	EBBA-AP First Aid Guidelines	<ul style="list-style-type: none"> <li>• Provide the board periodic statistical reports on the number and types of injuries occurring on district property.</li> <li>• Provide information on individual injuries as appropriate.</li> <li>• Review job descriptions to improve safety.</li> <li>• Determine when protective equipment is necessary.</li> <li>• Provide for training in use of AEDs.</li> <li>• Post locations of and maintain AEDs.</li> <li>• Create a CPR program.</li> </ul>	
EBC Emergency Plans/Safety Drills		<ul style="list-style-type: none"> <li>• Call for and execute emergency drills.</li> <li>• Recommend a plan for allowing the use of district resources in the event of community emergency or natural disaster.</li> <li>• Receive reports of building-level emergency situations.</li> </ul>	
ECA Building and Grounds Security	ECA-API Prevention of Damages, Vandalism and Theft.  ECA-AP2 Damages, Vandalism and Theft	<ul style="list-style-type: none"> <li>• Work with other administrators to establish procedures for use of facilities to guard against damages or loss of district property by theft, vandalism or misuse.</li> <li>• Ensure that staff know the proper procedures for care and use of property and for reporting lost or damaged property.</li> <li>• Authorize the use of law enforcement to protect district property during special activities.</li> <li>• Sign complaints against those who vandalize district property.</li> <li>• Seek restitution from individuals or their parents and verify receipt of payment.</li> </ul>	
ECB Buildings and Grounds Maintenance		<ul style="list-style-type: none"> <li>• Ensure that staff members know and follow procedures for the maintenance of district property.</li> <li>• Direct the control of noxious weeds.</li> <li>• Include adequate funds for facilities maintenance in the recommended budget.</li> </ul>	

ECD Traffic and Parking Controls		<ul style="list-style-type: none"> <li>• Work with local traffic authorities to develop a plan for the flow of traffic.</li> <li>• Assign parking areas to staff, students and visitors.</li> </ul>	
EEA Student Transportation Services		<ul style="list-style-type: none"> <li>• Ensure that transportation services offered by the district meet DESE requirements.</li> <li>• Ensure that drivers are properly qualified.</li> <li>• Ensure that transportation services meet all state and federal laws.</li> <li>• Present a proposed student transportation plan to the board by the end of October and get board approval of modifications made during the year no later than the end of June.</li> <li>• Provide for the proper accounting of student transportation records.</li> <li>• Prepare and submit all required reports.</li> </ul>	
EEAB School Bus Scheduling and Routing		<ul style="list-style-type: none"> <li>• Direct the scheduling and routing of student transportation.</li> <li>• Grant permission for students to be dropped off or picked up at alternative locations.</li> </ul>	
EF Food Services Management		<ul style="list-style-type: none"> <li>• Administer the district's food service program in cooperation with the director of food services.</li> </ul>	
EFB Free and Reduced-Cost Food Services		<ul style="list-style-type: none"> <li>• Establish necessary rules for administration of free and reduced meals.</li> </ul>	
EGAAA Reproduction of Copyrighted Materials	EGAAA-AP Usage Guidelines	<ul style="list-style-type: none"> <li>• Create procedures for training employees about copyright law.</li> <li>• Monitor compliance with copyright law.</li> <li>• Take steps to remedy any copyright violation once known.</li> <li>• Take all reasonable steps to keep district technology from being involved in copyright violations.</li> </ul>	

EHB Technology Usage	EHB-AP	<ul style="list-style-type: none"> <li>• Create rules and procedures for technology use</li> <li>• Assign trained personnel to maintain the district's technology.</li> <li>• Authorize use of district technology by an individual who does not have a user agreement when appropriate.</li> <li>• Disable the district's filters to allow for adult use for bona fide research or other lawful use.</li> <li>• Issue litigation hold directives received from the attorney.</li> <li>• Sign a Technology Use Agreement.</li> </ul>	
EHBC Privacy Protection	EHBC-AP	<ul style="list-style-type: none"> <li>• Create and review procedures to protect the privacy of information and provide for training on those procedures.</li> <li>• Respond to allegations of improperly disclosed information.</li> <li>• Determine whether a breach is likely to result in fraud or theft and make a written record of the determination. If theft or other fraud is likely, notify the individuals whose information was breached.</li> <li>• Work with law enforcement.</li> </ul>	
EIA Property and Liability Insurance		<ul style="list-style-type: none"> <li>• Provide the board with recommendations regarding types and amounts of coverage.</li> </ul>	
FB Facilities Planning	FB-AP Relocation Assistance	<ul style="list-style-type: none"> <li>• Give an annual report to the board on facility needs.</li> <li>• Consult with staff and patrons during the initial stages of a construction project and present a detailed report on the results of that consultation before the board approves any building plan.</li> <li>• Provide notice and relocation assistance to persons whose property is acquired through eminent domain.</li> </ul>	

FEF Construction Contracts Bidding and Awards	FEF-AP1 Soliciting Bids  FEF-AP2 Project Labor Agreements	<ul style="list-style-type: none"> <li>• Engage an attorney to review contracts.</li> <li>• Consult with the architect or construction manager to create bid specifications.</li> <li>• Examine all work performed prior to payment if no architect or construction manager is used.</li> <li>• Publicize notice of construction projects.</li> </ul>	
FFA Memorials on Facilities and Grounds		<ul style="list-style-type: none"> <li>• Approve all memorials in consultation with the building administrator.</li> </ul>	
GBB Staff Involvement in Decision making		<ul style="list-style-type: none"> <li>• Establish any committees appropriate to recommend rules, policies and procedures.</li> <li>• Establish communication channels between the staff and the board.</li> <li>• Receive counsel from staff members and share that counsel with the board.</li> </ul>	
GBBDA Family and Medical Leave		<ul style="list-style-type: none"> <li>• Receive notice of request to use FMLA leave.</li> <li>• Keep documentation of FMLA leave as required by law.</li> </ul>	
GBCA Staff Conflict of Interest		<ul style="list-style-type: none"> <li>• Engage in business with the district only as allowed by policy.</li> </ul>	
GBCB Staff Conduct		<ul style="list-style-type: none"> <li>• Follow staff conduct rules.</li> </ul>	
GBCC Staff Cell Phone Use		<ul style="list-style-type: none"> <li>• Use technology in accordance with board policy.</li> </ul>	
GBEA Worker's Compensation		<ul style="list-style-type: none"> <li>• Forward all reports of employee injury and follow up information to the district's insurance carrier.</li> </ul>	
GBEBA Drug-Free Workplace		<ul style="list-style-type: none"> <li>• Receive reports about employee drug convictions.</li> <li>• Notify appropriate federal agencies in writing within ten days when an employee is convicted of violating a criminal drug statute if the district has a grant directly from the federal agency.</li> </ul>	
GBEBB Employee Alcohol and Drug Testing		<ul style="list-style-type: none"> <li>• Serve as program coordinator for the district's employee alcohol and drug testing program.</li> </ul>	

GBEBC Criminal Background Checks		<ul style="list-style-type: none"> <li>• Develop procedures for conducting criminal background checks of employees and others.</li> <li>• Institute employment action against employees who have a background check unacceptable to the district.</li> </ul>	
GBLB References		<ul style="list-style-type: none"> <li>• Provide references and designate others to do so in accordance with the limits of policy.</li> <li>• Secure a release from employees to provide references.</li> <li>• Keep a record of reference requests and responses.</li> </ul>	
GBM Staff Grievances		<ul style="list-style-type: none"> <li>• Create employee complaint procedures.</li> <li>• Hear appeals of complaints when the employee is unsatisfied with the resolution.</li> </ul>	
GCA Professional Staff Positions		<ul style="list-style-type: none"> <li>• Recommend individuals to fill professional staff positions.</li> <li>• Maintain a comprehensive and current set of job descriptions.</li> </ul>	
GCBA Professional Staff Salary Schedules		<ul style="list-style-type: none"> <li>• Prepare salary schedules for approval by the board.</li> </ul>	
GCBDA Professional Staff Short-Term Leaves & Absences		<ul style="list-style-type: none"> <li>• Authorize leave beyond that provided by policy.</li> </ul>	
GCBDB Professional Staff Long-Term Leaves and Absences		<ul style="list-style-type: none"> <li>• Make recommendations regarding requests for leave.</li> </ul>	

GCD Professional Staff Recruiting and Hiring		<ul style="list-style-type: none"> <li>• Determine whether a vacant position should be posted internally more or less than the period of time required by policy.</li> <li>• Determine and use the best method to advertise a vacant position externally.</li> <li>• Determine when no additional advertisement is necessary.</li> <li>• Answer all inquiries regarding professional staff vacancies.</li> <li>• Conduct interviews and review references of applicants.</li> <li>• Conduct background checks.</li> <li>• Verify certification and licensure.</li> <li>• Make employment recommendations to the board.</li> <li>• Provide a written statement supporting the employment of the spouse of a board member prior to any such individual being hired. (Urban districts only).</li> <li>• Make final decisions on the hiring, promotion, demotion or termination of all non-contractual professional staff.</li> </ul>	
GCE Part-Time and Substitute Professional Staff Employment		<ul style="list-style-type: none"> <li>• Submit a current list of substitute teachers to the board for approval at each regular meeting unless the list is unchanged.</li> </ul>	
GCG Professional Staff Probation and Tenure		<ul style="list-style-type: none"> <li>• Recommend employment for professional staff.</li> <li>• Maintain personnel records.</li> <li>• Administer leaves.</li> <li>• Evaluate performance.</li> <li>• Keep the board advised of performance issues.</li> <li>• Take necessary action to discipline or terminate employees.</li> <li>• Contact the district's attorney when necessary regarding issues of tenure.</li> </ul>	
GCI Professional Staff Assignments and Transfers		<ul style="list-style-type: none"> <li>• Assess professional staffing needs annually.</li> <li>• Assign or reassign professional staff as needed.</li> <li>• Consider requests for transfer.</li> </ul>	
GCKA Professional Staff Extra Duty		<ul style="list-style-type: none"> <li>• Recommend staff members for extra-duty positions.</li> </ul>	

GCL Professional Staff Development Opportunities	GCL-AP	<ul style="list-style-type: none"> <li>• Control the reimbursement of expenses related to conferences and visitations.</li> <li>• Notify Missouri teacher training institutions when the district hires their new graduates to obtain assistance for new teachers.</li> </ul>	
GCLB Professional Staff Career Ladder Program		<ul style="list-style-type: none"> <li>• Make recommendations regarding the nature and extent of the district's career ladder program.</li> </ul>	
GCN Evaluation of Professional Staff		<ul style="list-style-type: none"> <li>• Create evaluation instruments and procedures.</li> </ul>	
GCPB Resignation of Professional Staff Members		<ul style="list-style-type: none"> <li>• Receive notice of resignations.</li> <li>• Consult with legal counsel regarding due process for an employee who resigns as a result of allegations of sexual misconduct.</li> </ul>	
GCPD Suspension of Professional Staff Members		<ul style="list-style-type: none"> <li>• Suspend staff members for violation of board policy or state law or any other good cause or to conduct an investigation.</li> <li>• Suspend employees without contracts, with or without pay.</li> </ul>	
GCPE Termination of Professional Staff Members		<ul style="list-style-type: none"> <li>• Terminate employees not under contract and inform the board.</li> <li>• Provide notice to the state board when a certificated employee is guilty of an offense for which his or her license may be disciplined.</li> <li>• Give low-performing teachers written warning in accordance with law.</li> <li>• Work with a tenured teacher who is charged with incompetency, inefficiency or insubordination for at least 30 days prior to a notice of charges being presented.</li> <li>• Work with a probationary teacher for 90 days before termination.</li> <li>• Consult an attorney to determine the appropriate due process owed staff members who are terminated as a result of an allegation of sexual misconduct.</li> </ul>	

GDBB Nonexempt Employee Supplementary Pay Plans		<ul style="list-style-type: none"> <li>• Ensure that all job descriptions include a designation of whether the position is exempt or nonexempt.</li> </ul>	
GDBDA Support Staff Leaves & Absences		<ul style="list-style-type: none"> <li>• Authorize leave beyond that provided by policy.</li> </ul>	
GDC Support Staff Recruiting & Hiring		<ul style="list-style-type: none"> <li>• Determine whether a vacant position should be posted internally more or less than the period of time required by policy.</li> <li>• Determine and use the best method to advertise a vacant position externally.</li> <li>• Determine when no additional advertisement is necessary.</li> <li>• Answer all inquiries regarding staff vacancies.</li> <li>• Conduct interviews and review references of applicants.</li> <li>• Conduct background checks.</li> <li>• Verify licensure when required.</li> <li>• Make employment recommendations to the board.</li> <li>• Provide a written statement supporting the employment of the spouse of a board member prior to any such individual being hired.</li> </ul>	
GDI Support Staff Assignments & Transfers		<ul style="list-style-type: none"> <li>• Assess staffing needs annually.</li> <li>• Assign or reassign staff as needed.</li> <li>• Consider requests for transfer.</li> </ul>	
GDPD Nonrenewal, Suspension & Termination of Support Staff Members		<ul style="list-style-type: none"> <li>• Terminate or suspend support staff members with or without pay for violation of board policy or state law or any other good cause or to conduct an investigation.</li> <li>• Report any such suspension or termination to the board.</li> <li>• Terminate contracted support staff members in accordance with the employee's contract.</li> <li>• Consult an attorney to determine the appropriate due process owed staff members who are terminated as a result of an allegation of sexual misconduct.</li> </ul>	

HA Negotiations with Employee Representatives		<ul style="list-style-type: none"> <li>• Review ratified agreements and complete a cost estimate before presentation of the agreement to the board.</li> </ul>	
HH Teacher Negotiating Representatives		<ul style="list-style-type: none"> <li>• Make additional rules governing the representative election process.</li> <li>• Receive requests for elections and post notice for other interested representatives.</li> <li>• Work with the union representative to select a neutral party to review the petition and fill in any missing information.</li> <li>• Submit a recommendation to the board regarding the appropriateness of the bargaining group.</li> <li>• Work with the union representative to resolve any disagreement over the composition of the bargaining unit.</li> <li>• Provide notice of the election.</li> <li>• Assign workers and district observers.</li> <li>• Tally ballots.</li> <li>• Receive requests for changing representation.</li> </ul>	
HPA Employee Walkouts, Strikes and Other Disruptions		<ul style="list-style-type: none"> <li>• Contact legal counsel for assistance in responding.</li> <li>• Develop an emergency plan for maintaining staffing levels in case of a stoppage.</li> </ul>	
IC Academic Calendar/ Year/Day		<ul style="list-style-type: none"> <li>• Present a proposed calendar to the board.</li> <li>• Distribute copies of the approved calendar.</li> <li>• Recommend make-up days for days missed due to inclement weather.</li> </ul>	
IF Curriculum Development	IF-AP	<ul style="list-style-type: none"> <li>• Initiate a curriculum development program.</li> <li>• Oversee a systematic plan of curriculum review.</li> <li>• Appoint curriculum review committee members.</li> <li>• Receive committee reports.</li> </ul>	
IGBA Programs for Students with Disabilities	IGBA-AP4 Students Enrolled in Private Schools	<ul style="list-style-type: none"> <li>• Make changes to the procedures, evaluator criteria and cost guidelines for IEEs.</li> <li>• Coordinate child find activities with officials from private schools.</li> <li>• Maintain records of parentally placed private school children.</li> </ul>	

IGBB Programs for Gifted Students	IGBB-AP Gifted Identification and Placement	<ul style="list-style-type: none"> <li>• Designate a coordinator for gifted education.</li> </ul>	
IGBCA Programs for Homeless Students		<ul style="list-style-type: none"> <li>• Hear appeals of decisions by the district's homeless coordinator.</li> </ul>	
IGBCB Programs for Migrant Students	IGBCB-AP	<ul style="list-style-type: none"> <li>• Notify the state migrant office when a migrant student is identified.</li> <li>• Maintain records of children eligible to receive migrant services.</li> <li>• Annually assess the district's recruitment and identification procedures in consultation with parents of students in the program.</li> </ul>	
IGBG Homebound Instruction	IGBG-AP	<ul style="list-style-type: none"> <li>• Approve applications for homebound instruction received through the principal.</li> <li>• Secure the services of qualified homebound teachers.</li> </ul>	
IGC Extended Instructional Programs	IGC-AP Supplemental Educational Services	<ul style="list-style-type: none"> <li>• Determine skills that must be mastered, how those skills are assessed and what remediation is appropriate when remediation is a condition of promotion.</li> <li>• Provide notice when a student is eligible for supplementary educational services.</li> <li>• Negotiate with providers.</li> </ul>	
IGD District-Sponsored Extracurricular Activities and Groups	IGD-AP1 IGD-AP2 Athletics	<ul style="list-style-type: none"> <li>• Direct the district's activities program and noncurricular groups.</li> <li>• Establish procedures.</li> <li>• Approve organization of clubs and activities.</li> </ul>	
IGDA Student-Initiated Group Use of District Facilities		<ul style="list-style-type: none"> <li>• Create procedures to govern the use of district facilities by student-initiated noncurricular groups.</li> </ul>	
IGDBA Distribution of Noncurricular Student Publications		<ul style="list-style-type: none"> <li>• Hear appeals of a denial to distribute noncurricular student publications.</li> </ul>	
IGDF Student Fundraising		<ul style="list-style-type: none"> <li>• Responsible for all district-sponsored fundraising activities (along with principals).</li> <li>• Deposit funds.</li> <li>• Grant permission for fundraising activities by outside groups.</li> <li>• Approve expenditures.</li> </ul>	

IIA Instructional Materials	IIA-AP Textbook Selection and Adoption	<ul style="list-style-type: none"> <li>• Direct the purchase of instructional materials and supplies within the allotted budget.</li> <li>• Verify delivery before submitting a payment request to the board.</li> <li>• Make recommendations to the board based on evaluations provided.</li> </ul>	
IIAC/IIAC-R Instructional Media Centers/School Libraries		<ul style="list-style-type: none"> <li>• Create procedures to govern the activities of district media centers and libraries.</li> <li>• Create procedures to guide the selection of material.</li> </ul>	
IICA Field Trips and Excursions		<ul style="list-style-type: none"> <li>• Authorize educationally sound field trips.</li> </ul>	
IICC School Volunteers	IICC-AP	<ul style="list-style-type: none"> <li>• Create procedures for attracting, screening and training volunteers.</li> <li>• Decline or terminate the services of a volunteer.</li> </ul>	
IKE Promotion, Acceleration & Retention of Students		<ul style="list-style-type: none"> <li>• Develop procedures to govern the promotion, retention and acceleration of students.</li> <li>• Determine skills that must be mastered, how those skills are assessed and what remediation is appropriate when remediation is a condition of promotion.</li> </ul>	
IKF Graduation Requirements		<ul style="list-style-type: none"> <li>• Develop formulas for awarding credit transferred from a district using a different calendar.</li> </ul>	
IKFB Graduation Exercises		<ul style="list-style-type: none"> <li>• Plan an appropriate graduation ceremony.</li> </ul>	
IL Assessment Program	IL-AP State Mandated Reading Assessment Programs	<ul style="list-style-type: none"> <li>• Develop procedures to direct the district's assessment plan.</li> <li>• Ensure that the district has a written assessment plan that tests competency in the areas of English, reading, language arts, science, mathematics, social studies and civics.</li> <li>• Determine what reading assessment the district will use.</li> <li>• Develop a process to encourage students to give best efforts on statewide assessments.</li> </ul>	
ILA Test Security		<ul style="list-style-type: none"> <li>• Investigate and respond to allegations of unfair testing practices.</li> </ul>	

IM Evaluation of Instructional Programs		<ul style="list-style-type: none"> <li>• Develop and implement appropriate methods for continual evaluation of the district's instructional programs.</li> <li>• Periodically review research to determine developments in instructional evaluation techniques.</li> <li>• Prepare and maintain written reports about instructional programs for board use in evaluating programs.</li> </ul>	
IND Ceremonies and Observances		<ul style="list-style-type: none"> <li>• Develop procedures to govern ceremonies and observances.</li> <li>• Refrain from leading students in prayer or religious activity or directing another student to do so.</li> </ul>	
JCB Intradistrict Transfers	JCB-AP Transfers under Federal Law	<ul style="list-style-type: none"> <li>• Grant exceptions allowing students to attend a school other than the one in their designated attendance area when appropriate.</li> <li>• Direct the transfer of a student for health or safety reasons, to meet the educational needs of the student or to address overcrowding.</li> <li>• Provide notice to parents of students eligible to transfer pursuant to law regarding the transfer process.</li> </ul>	
JEA Compulsory and Part-Time Attendance	JEA-AP Part-Time Attendance	<ul style="list-style-type: none"> <li>• Create procedures to govern part-time attendance.</li> <li>• Research why students attend part-time and create programs or incentives that would encourage full-time attendance.</li> </ul>	
JEC School Admissions		<ul style="list-style-type: none"> <li>• Make determinations as to whether a student on suspension from another district will be allowed to enroll.</li> <li>• Hold a remedial conference for students returning from a suspension for an act of school violence.</li> </ul>	
JECA Admission of Resident Students		<ul style="list-style-type: none"> <li>• Grant waivers of proof of residency or refer requests to the board.</li> <li>• Convene a hearing to determine whether a student who has requested a waiver will create an immediate danger to the district.</li> </ul>	

JECB Admission of Nonresident Students	JECB-AP Foreign Exchange Students	<ul style="list-style-type: none"> <li>• Establish procedures for enrollment of foreign students.</li> <li>• Make the decision on whether to admit or deny admission to a foreign exchange student.</li> </ul>	
JED Student Absences and Excuses		<ul style="list-style-type: none"> <li>• Establish rules and procedures for student attendance.</li> <li>• Implement strategies for improving student attendance based on data collected from students and families.</li> <li>• Educate the community about the importance of regular attendance.</li> <li>• Collaborate with other groups who support the importance of education.</li> </ul>	
JFCC Student Conduct on School Transportation		<ul style="list-style-type: none"> <li>• Develop and enforce rules for the conduct expected of students on district transportation.</li> </ul>	
JFCF Hazing and Bullying		<ul style="list-style-type: none"> <li>• Provide for appropriate training on identifying, preventing and responding to hazing and bullying.</li> </ul>	
JFCH Student Alcohol/Drug Abuse		<ul style="list-style-type: none"> <li>• Receive reports of students violating the controlled substances policy.</li> </ul>	
JFCJ Weapons in School		<ul style="list-style-type: none"> <li>• Modify the suspension or expulsion of students suspended or expelled for weapons violations.</li> </ul>	
JFH Student Complaints and Grievances		<ul style="list-style-type: none"> <li>• Hear appeals of principal decisions.</li> </ul>	
JG/JG-R Student Discipline		<ul style="list-style-type: none"> <li>• Immediately remove a student who is a threat to self or others.</li> <li>• Increase or reduce a penalty specified by the discipline code when circumstances warrant.</li> <li>• Assign discipline for items not included in the code.</li> <li>• Notify appropriate law enforcement when a student is suspended for more than ten days.</li> <li>• Authorize suspended students to be on district property under certain conditions.</li> </ul>	

JGD Student Suspension and Expulsion		<ul style="list-style-type: none"> <li>• Suspend a student for up to 180 days.</li> <li>• Recommended suspension for more than 180 days or expulsion to the board.</li> <li>• Receive reports of principal-imposed suspensions and reverse when appropriate.</li> <li>• Provide due process as required by law and policy prior to imposing a suspension.</li> <li>• Transmit documentation to the board when a suspension is appealed.</li> <li>• Provide parents notice of the right to appeal and discuss waiving that right.</li> </ul>	
JGE Discipline of Students with Disabilities	<p>JGE-AP1 Students Eligible for IDEA</p> <p>JGE-AP2 Students with Disabilities not Eligible for IDEA</p>	<ul style="list-style-type: none"> <li>• Seek removal of students with disabilities in accordance with law.</li> <li>• Train district employees on the legal requirements of disciplining students with disabilities.</li> <li>• Impose long-term suspensions.</li> </ul>	
JGF Discipline Reporting and Records		<ul style="list-style-type: none"> <li>• Report acts of school violence to all teachers at an attendance area and to other employees who need to know.</li> <li>• Inform district employees with a need to know when informed by an outside agency that a student has committed certain acts.</li> <li>• Notify juvenile or family court when a student under their jurisdiction has been suspended for more than ten days.</li> <li>• Develop written agreements with law enforcement to report third-degree assault.</li> <li>• Maintain discipline records.</li> </ul>	
JGGA Seclusion, Isolation and Restraint		<ul style="list-style-type: none"> <li>• Implement the district-wide use of positive behavioral supports.</li> <li>• Ensure that all staff members understand the policy.</li> <li>• Maintain records of the use of seclusion, isolation and restraint.</li> </ul>	
JHCB Immunization of Students		<ul style="list-style-type: none"> <li>• Institute procedures to track student immunization status and make all required reports.</li> </ul>	

JHCD Administration of Medication to Students		<ul style="list-style-type: none"> <li>• Work with the health services staff to develop procedures for storage and administration of medication.</li> </ul>	
JHG Reporting and Investigating Child Abuse and Neglect		<ul style="list-style-type: none"> <li>• Appoint a liaison with Children's Division.</li> <li>• Receive notice when a report is made to CD.</li> <li>• Investigate allegations of abuse by school staff when forwarded an allegation from CD.</li> <li>• Investigate complaints based on spanking jointly with the juvenile office.</li> </ul>	
JK Work Certificates		<ul style="list-style-type: none"> <li>• Issue work certificates.</li> <li>• Revoke work certificates.</li> <li>• Report to the state when requested.</li> </ul>	
JO Student Records	JO-AP	<ul style="list-style-type: none"> <li>• Create procedures for maintaining student records.</li> <li>• Develop standardized procedures for the sharing of student records in the district.</li> <li>• Create procedures for appealing information in student records.</li> </ul>	
KB Public Information Program		<ul style="list-style-type: none"> <li>• Determine appropriate methods for distributing district report cards.</li> <li>• Develop appropriate procedures to govern the district's public information program.</li> </ul>	
KG Community Use of District Facilities	KG-AP	<ul style="list-style-type: none"> <li>• Create procedures for facility use.</li> <li>• Determine which facilities may be used.</li> <li>• Recommend a fee schedule to the board.</li> <li>• Determine when a staff member is required to be present during use.</li> <li>• Authorize the use of equipment.</li> <li>• Authorize use in emergencies.</li> <li>• Grant permission to use district facilities.</li> <li>• Maintain a calendar of facilities use.</li> <li>• Develop procedures governing the use of playgrounds and buildings for recreational use in the summer.</li> <li>• Cancel use in case of emergency.</li> </ul>	

KH Public Gifts to Schools		<ul style="list-style-type: none"> <li>Accept some gifts on behalf of the board.</li> </ul>	
KI Public Solicitations/ Advertising in District Facilities		<ul style="list-style-type: none"> <li>Determine the appropriateness of materials from district-sponsored groups.</li> </ul>	
KK Visitors to District Property/Events	KK-AP Public Conduct on District Property	<ul style="list-style-type: none"> <li>Establish procedures for crowd control at district events.</li> <li>Grant permission for a parent to be on campus for certain purposes even though that parent is generally prohibited from being on district property by law or policy.</li> <li>Notify visitors when they are not to be allowed on district property.</li> <li>File reports or sign complaints with law enforcement.</li> <li>Notify appropriate district staff when someone has been banned from district property.</li> </ul>	
KKB Audio and Visual Recording		<ul style="list-style-type: none"> <li>Grant permission for recording by outside entities.</li> </ul>	
KL Public Complaints		<ul style="list-style-type: none"> <li>Hear appeals of complaints.</li> <li>Send appeals of complaint resolution to the board.</li> </ul>	
KLB Public Questions, Comments or Concerns Regarding District Instructional/Media/ Library Materials	KLB-AP Answering Questions/ Concerns	<ul style="list-style-type: none"> <li>Develop procedures to address community concerns and material review.</li> <li>Receive appeals of committee decisions.</li> <li>Submit appeals to the board.</li> </ul>	

## Superintendent Policy Responsibility Chart

### Based on MCE Sample Board Policies

Policy Number	Policy Title	Policy Sub-Title	Superintendent Responsibility	Regulation /Form
0324	School Board Organization	Nepotism, Conflict of Interest and Financial Disclosure	<ul style="list-style-type: none"> <li>• Employment of Board Member Spouse</li> </ul>	R / F
0411	Meetings	Meeting Agenda	<ul style="list-style-type: none"> <li>• Preparation of tentative meeting agenda</li> </ul>	R / F
0412		Participation by the Public	<ul style="list-style-type: none"> <li>• Written communication guidelines</li> </ul>	F
0420		Minutes	<ul style="list-style-type: none"> <li>• Residents inspection at Supt. Office</li> </ul>	F
0440		Notification of Board Meetings	<ul style="list-style-type: none"> <li>• Posting of meetings at Supt. Office</li> </ul>	F
0510	Policy Development & Review	Policy Development, Adoption and Review	<ul style="list-style-type: none"> <li>• Notification of all employees and students of need to abide by Board polices/regulations.</li> </ul>	
0520		Policy Review and Adoption	<ul style="list-style-type: none"> <li>• Develop administrative guidelines</li> </ul>	
0530		Policy Implementation	<ul style="list-style-type: none"> <li>• Insure all Board polices rules and regulations are implemented</li> </ul>	
1210	Calendar Requirements	School Year and School Day	<ul style="list-style-type: none"> <li>• Recommendation of calendar in excess of state required minimum</li> </ul>	
1220		School Day	<ul style="list-style-type: none"> <li>• Recommendation of school day in excess of state required minimum</li> </ul>	
1310	Equal Opportunity	Civil Rights, Title IX, Section 504	<ul style="list-style-type: none"> <li>• Recommendation of administrators to assure compliance</li> </ul>	R / F
1320		Nondiscrimination and Freedom from Harassment on Basis of Sex	<ul style="list-style-type: none"> <li>• Shall develop procedures to resolve grievances and alleged discrimination or harassment</li> </ul>	
1405	School Community Relations	Parent/Family Involvement in Education	<ul style="list-style-type: none"> <li>• Appoint of committee of parents, staff and community to serve on this committee</li> </ul>	
1430		Visitors to Schools	<ul style="list-style-type: none"> <li>• Groups of visitors wishing to visit a school or facilities will notify Superintendent</li> <li>• Written permission by Superintendent before sex offenders may enter district property</li> </ul>	
1440		Research Request	<ul style="list-style-type: none"> <li>• Must approve Request for Research studies involving students and/or staff of school</li> </ul>	R / F
1480		Public Complaints	<ul style="list-style-type: none"> <li>• Proper channeling of complaints involving instruction, discipline, or learning materials</li> </ul>	

1620	Private, State & Federal Programs Administration	Private, State & Federal Funding	<ul style="list-style-type: none"> <li>• Keep financial and program records to document compliance with state/federal requirements</li> </ul>	R
1710	Administrative Organization & Roles	Administrative Reports	<ul style="list-style-type: none"> <li>• Reports concerning status of district programs,</li> </ul>	
			<ul style="list-style-type: none"> <li>• education needs, long term planning</li> </ul>	
1720		Superintendent of Schools	<ul style="list-style-type: none"> <li>• Chief executive officer of the Board</li> </ul>	R
1721		Authorized Representative	<ul style="list-style-type: none"> <li>• Authorized Representative &amp; signature of all official matters pertaining to district</li> </ul>	
1723		Evaluation of the Superintendent	<ul style="list-style-type: none"> <li>• Evaluate performance in or by February in each contract year</li> <li>• Based, in part, upon annual goals provided by the Board</li> </ul>	
1724		Termination of Superintendent	<ul style="list-style-type: none"> <li>• Employment terminates upon expiration of contract</li> <li>• Extension lies totally with Board Terminated by mutual consent, for cause or death or incapacity</li> </ul>	
1730		Building Administration	<ul style="list-style-type: none"> <li>• Under supervision of Superintendent</li> </ul>	
2200	Students Admission and Withdrawal	Admission and Withdrawal	<ul style="list-style-type: none"> <li>• Admission of all students under direction of Superintendent</li> </ul>	
2220		Compulsory Attendance Ages	<ul style="list-style-type: none"> <li>• Excused from full-time attendance</li> <li>• Individual petitions for deviation shall be considered by Superintendent</li> </ul>	
2240		Admission/Tuition of Nonresident students	<ul style="list-style-type: none"> <li>• Request student's transfer and discipline records from all schools or facilities previously attended</li> <li>• Share relevant portions of student transfer and discipline records with district employees having need to know</li> </ul>	R
2245		Transfer Students	<ul style="list-style-type: none"> <li>• Authorize transfer from one district school to another</li> </ul>	
2260		Homeless Students	<ul style="list-style-type: none"> <li>• Review all District policies to determine whether they act as barriers to the enrollment of homeless students</li> </ul>	R
2290		Student Withdrawal From School	<ul style="list-style-type: none"> <li>• Receive monthly report from Principal on identity and reason of each student withdrawal from school</li> </ul>	
2340	Attendance	Truancy and Educational Neglect	<ul style="list-style-type: none"> <li>• Receive report from Principal of any reports made to DFS</li> </ul>	R

2520	Student Academic Achievement	Promotion and Retention	<ul style="list-style-type: none"> <li>• Receive appeal of parents/guardians not accepting decision at building level</li> </ul>	R
2540		Early Graduation	<ul style="list-style-type: none"> <li>• Recommendation of modification of attendant privileges in exceptional cases</li> </ul>	
2600	Student – Discipline	Discipline	<ul style="list-style-type: none"> <li>• Extension of suspensions for a total of 180 days</li> </ul>	
2620		Firearms & Weapons in School	<ul style="list-style-type: none"> <li>• May recommend modification of suspension on case-by-case basis</li> </ul>	R
2662		Suspension	<ul style="list-style-type: none"> <li>• Suspension of students for periods of up to 180 consecutive school days and recommend longer suspension and expulsion to Board</li> </ul>	R / F
2663		Expulsion	<ul style="list-style-type: none"> <li>• Recommend to Board that student be expelled from school</li> </ul>	R / F
2671		Student Discipline Hearings	<ul style="list-style-type: none"> <li>• Parents requesting a suspension hearing before the Board, make written request to Supt.</li> </ul>	R / F
2673		Reporting of Violent Behavior	<ul style="list-style-type: none"> <li>• Report to law enforcement officials, as soon as reasonably practicable, the commission of any of the acts or related juvenile offenses committed on school property</li> </ul>	R/F
2710	Student Welfare	Reporting Student Abuse	<ul style="list-style-type: none"> <li>• Student reporting of sexual misconduct on part of a teacher, or school employee, to a school employee, shall forward within 24 hours to Children's Division</li> </ul>	R
2720	Work Certificate	Employment of Students	<ul style="list-style-type: none"> <li>• Make provision for issuance of work permits to students between ages of 14 and 16</li> </ul>	
2840	Student Services	Student Accident Insurance	<ul style="list-style-type: none"> <li>• Annually choose a provider offering group rates</li> </ul>	
2850		Inoculations of Students	<ul style="list-style-type: none"> <li>• Institute procedures for maintenance of health records, showing immunization status of every student and completion of necessary reports</li> </ul>	R / F
2875		Student Allergy Prevention and Response	<ul style="list-style-type: none"> <li>• Develop procedures to implement this policy</li> </ul>	R
3110	Financial Management	Preparation of Budget	<ul style="list-style-type: none"> <li>• Submit to Board detailed annual budget showing estimated income and expenditures</li> </ul>	R
3112		Budget Implementation & Transfer	<ul style="list-style-type: none"> <li>• Establish procedures for funds management and reporting</li> </ul>	

3114		GASB 54	<ul style="list-style-type: none"> <li>Estimate the surplus or deficit for current year and projection for year-end undesignated fund balance</li> </ul>	
3130		State and Federal Projects	<ul style="list-style-type: none"> <li>Designated District official responsible for</li> </ul>	
			<ul style="list-style-type: none"> <li>coordinated funded projects, administrating programs and ensuring that programs follow guidelines within the particular programs</li> </ul>	
3140		Banking Services	<ul style="list-style-type: none"> <li>Must sign account authorization along with Treasurer to open new bank accounts</li> </ul>	R / F
3150		Payment Procedures	<ul style="list-style-type: none"> <li>Payment of bills authorized following verification of delivery and satisfaction of goods and services</li> <li>Audit all claims and submit all invoices to the Board for approval and payment authorization</li> </ul>	
3160		Investment of District Funds	<ul style="list-style-type: none"> <li>Direct preparation of quarterly investment reports with district investment portfolio</li> </ul>	
3170		Purchases By and/or Solicitation of School Staff	<ul style="list-style-type: none"> <li>Purchase of materials/supplies from staff or household member except in emergency situations as determined by Superintendent</li> </ul>	
3310	Revenue	Revenue from Tax Sources	<ul style="list-style-type: none"> <li>Estimate needed tax revenue, rate required to produce revenue and actual tax revenue anticipated</li> <li>Rated need to support Principal and Interest payments on bonded indebtedness</li> <li>Recommend appropriate tax rate</li> </ul>	
3370		Fund-Raising	<ul style="list-style-type: none"> <li>Approval of fund-raising activity involving students and/or employees</li> </ul>	
3440	Accounting and Reporting	Travel and Reimbursement	<ul style="list-style-type: none"> <li>Payment of reasonable travel expenses on school business if approved in advance by the Superintendent</li> </ul>	
3460		Student Attendance Accounting	<ul style="list-style-type: none"> <li>Receive monthly attendance reports from building principals/supervisors</li> </ul>	
3510	Auditing	Annual Audit	<ul style="list-style-type: none"> <li>Present to board recommendation for CPA</li> <li>Filing of audit copies with proper authorities</li> </ul>	
3610	School Activities Funds	Management	<ul style="list-style-type: none"> <li>All school activity funds under jurisdiction of Superintendent</li> </ul>	

3710	Insurance	Insurance Program	<ul style="list-style-type: none"> <li>• Recommend to the Board the kind and amount of different insurance available to district</li> <li>• Administer insurance authorized by Board</li> </ul>	
3730		Liability Insurance	<ul style="list-style-type: none"> <li>• Receive immediate notification of pending legal action after receipt of such legal notice</li> </ul>	
4120	Employment	Employment Procedures	<ul style="list-style-type: none"> <li>• Recommend to Board on employment of all staff members</li> <li>• All vacancies posted for minimum of 10 days before recommendation can be made</li> <li>• May temporarily employ in emergency situation</li> <li>• Disclosure of allegations of sexual misconduct</li> </ul>	R / F
4131		Extra Duty & Extended Duty Contracts	<ul style="list-style-type: none"> <li>• Recommend certificated employees for sponsorship and coaching duties</li> </ul>	F
4140		Certificated Personnel Reemployment	<ul style="list-style-type: none"> <li>• Recommend reemployment for employees</li> </ul>	
4150		Substitute Teacher Employment	<ul style="list-style-type: none"> <li>• Prepare and submit to Board procedure for reporting absences, assigning substitutes and developing substitute compensation plan</li> </ul>	
4210	Personnel Assignments & Transfer	Transfer Request	<ul style="list-style-type: none"> <li>• Authority for building assignment of staff accepting employment with district</li> <li>• Posting of vacancies on bulletin boards in each school building</li> </ul>	
4310	Absences, Leave & Vacation	General Attendance	<ul style="list-style-type: none"> <li>• Review each incident of excessive absence &amp; may require medical documentation or consider disciplinary actions</li> </ul>	
4330		Holidays and Vacation	<ul style="list-style-type: none"> <li>• Shall provide guidelines and approval of administrator vacation time</li> </ul>	
4420	Professional Activities, Training and Professional Growth	Conferences and Travel	<ul style="list-style-type: none"> <li>• Authorize professional leave for attendance of personnel at a state, regional or national meeting without pay deduction</li> </ul>	R
4505	Compensation	Salary Schedules	<ul style="list-style-type: none"> <li>• With input from staff members, will prepare salary schedules annually for all non-administrative groups</li> </ul>	
4540		Group Insurance Benefits	<ul style="list-style-type: none"> <li>• Solicit proposals and make recommendations to the Board for insurance providers</li> </ul>	R

4710	Separation	Resignation: Certificated Staff	<ul style="list-style-type: none"> <li>• Receive petition/recommend after July 1 from certificated employee for release from contract</li> </ul>	
4711		Resignation: Support Staff	<ul style="list-style-type: none"> <li>• Receive petition from support staff wishing to resign their position</li> </ul>	
4720		Suspension or Termination: Support Staff	<ul style="list-style-type: none"> <li>• Authorization to suspend employees with pay subject to Board review</li> <li>• May recommend suspension without pay or termination of non-contractual employees</li> </ul>	
4732		Termination of Employment: Administrators	<ul style="list-style-type: none"> <li>• Terms and conditions of employment governed by employment contract with Board</li> </ul>	R
4820	Staff Welfare	Employees with Communicable Diseases	<ul style="list-style-type: none"> <li>• Authority to exclude any employee having been exposed to an acute or chronic contagious or infectious disease with ability to transmit the contagious or infectious disease</li> </ul>	R
4830		Board/Staff Communication	<ul style="list-style-type: none"> <li>• Primary line of communication between staff and the Board</li> </ul>	R
4831/4851		Staff Involvement in Decision Making	<ul style="list-style-type: none"> <li>• Serve as bargaining representative for Board</li> </ul>	
4870		Drug Free Workplace	<ul style="list-style-type: none"> <li>• Receive notification from employees of drug related offense on school premises or while on duty</li> </ul>	
5110	Buildings & Grounds Management	Buildings and Grounds Maintenance and Inspection	<ul style="list-style-type: none"> <li>• Maintain written report of any friable asbestos in all buildings</li> </ul>	R
5130		Energy Conservation Measures	<ul style="list-style-type: none"> <li>• Develop procedures for utilities use to best need of conservative utilization</li> </ul>	R
5220	Safety, Security & Communications	School Bus Safety	<ul style="list-style-type: none"> <li>• Develop regulations for student Behavioral Expectations</li> </ul>	
5240		Weather, Earthquake & Fire Emergencies	<ul style="list-style-type: none"> <li>• Direct principal(s) to determine areas in each building best suited during civil defense emergencies including adverse weather</li> </ul>	R
5241		Emergency School Closings	<ul style="list-style-type: none"> <li>• Order delay of opening, early dismissal or closing of schools due to conditions considered impractical or hazardous to pupils</li> </ul>	
5260		Safety Standards	<ul style="list-style-type: none"> <li>• Ensure compliance with local, state, federal laws and regulations pertaining to occupational safety and health</li> </ul>	

5270		Security of Buildings & Grounds	<ul style="list-style-type: none"> <li>• Develop procedures ensuring school facilities are safeguarded against criminal acts and negligent use</li> </ul>	
5280		Vandalism and Theft	<ul style="list-style-type: none"> <li>• Receive incident reports on acts of vandalism and/or theft of District property</li> </ul>	
5310	Purchasing & Supply Management	Purchasing Furniture & Equipment	<ul style="list-style-type: none"> <li>• Develop standardized furniture and equipment list for each type of facility in District</li> </ul>	
5430	Inventory Management	Insurance	<ul style="list-style-type: none"> <li>• Recommend to the Board kind/amount of insurance needed for District property, employees, and Board and administer insurance authorized</li> </ul>	
5440		Equipment on Loan	<ul style="list-style-type: none"> <li>• Grant permission of any District property lent to individuals or groups outside of school</li> </ul>	
5510	Food Service Program	Food Service Management	<ul style="list-style-type: none"> <li>• Develop and implement procedures for operating a food service program</li> <li>• Monitor the quality and efficiency of District's food service program</li> </ul>	
5620	Transportation	Student Transportation Services	<ul style="list-style-type: none"> <li>• Ensure compliance of all guidelines established by DESE to provide Student Transportation</li> <li>• Annually prepare a plan for student transportation services for upcoming school year</li> </ul>	R
5630		Bus Routes and Schedules	<ul style="list-style-type: none"> <li>• Prepare and monitor District bus routes and schedules</li> </ul>	
5650		Transportation Records & Reports	<ul style="list-style-type: none"> <li>• Develop and maintain procedures for monitoring &amp; reporting student transportation infractions</li> </ul>	
5660		Field Trips	<ul style="list-style-type: none"> <li>• Approve such requests for field trips based on availability of buses and drivers</li> </ul>	R
6110	Curriculum Services	Curriculum Development	<ul style="list-style-type: none"> <li>• Continuously carry out curriculum development and implementation process</li> </ul>	
6230	Instruction	Textbook Selection & Adoption	<ul style="list-style-type: none"> <li>• Appoint committee to review textbook offerings</li> <li>• Consider committee report &amp; make recommendation to the Board</li> </ul>	R
6240		Instructional Materials	<ul style="list-style-type: none"> <li>• Formulate administrative regulations as necessary to be included in faculty handbooks relative to purchase and appropriateness of instructional materials</li> </ul>	

6260		Educational Surrogate	<ul style="list-style-type: none"> <li>• Determine whether disabled students is in need of a surrogate parent</li> </ul>	
6274		Instruction of Migrant Students	<ul style="list-style-type: none"> <li>• Develop appropriate means to identify migrant students and develop plan to meet educational needs of these children</li> </ul>	
6410	Educational Services	Evaluation of Instructional Programs	<ul style="list-style-type: none"> <li>• Develop procedures for program evaluating and reporting</li> </ul>	
6420		Test Security	<ul style="list-style-type: none"> <li>• Designate a District test coordinator to direct administration &amp; security procedures for testing site</li> </ul>	
7110	Facilities Planning and Design	Educational Specifications	<ul style="list-style-type: none"> <li>• Provide for the development of detailed educational specifications to apply to the design and construction of new and remodeled buildings</li> <li>• Provide administrative leadership, interpretation and evaluation</li> </ul>	
7220	Facilities Construction	Board Inspection and Acceptance	<ul style="list-style-type: none"> <li>• Certify to the Board completion of buildings in consultation with the architect</li> </ul>	

## Superintendent Statutory Responsibility Chart

### Missouri State Law

Statute/ Regulation	Responsibility	Delegated to
160.261 Student Discipline	<ul style="list-style-type: none"> <li>• Modify mandatory suspensions for weapons suspensions.</li> <li>• Receive reports of allegations of child abuse by district staff.</li> <li>• Jointly investigate reports of abuse based on spanking, the use of reasonable force or that were made for the purpose of harassing district personnel with the juvenile office and report to the board and the CD.</li> <li>• Report any allegations by students of sexual misconduct with a student within 24 hours.</li> <li>• Report acts of school violence to teachers and other employees with a need to know.</li> <li>• Share any portion of a student's IEP that concerns violent behavior with employees responsible for the child's education or who interact with the student.</li> <li>• Authorize suspended students to be on district property under certain conditions.</li> </ul>	
160.410 Charter Schools	<ul style="list-style-type: none"> <li>• Receive reports of charter school studies by DESE.</li> </ul>	
160.480 Community Involvement	<ul style="list-style-type: none"> <li>• Provide district resources in case of a community emergency if authorized by the board.</li> </ul>	
161.504 Community Involvement	<ul style="list-style-type: none"> <li>• File a joint application with law enforcement for a drug-free schools program.</li> </ul>	
162.553 (Urban) Student Services	<ul style="list-style-type: none"> <li>• Select committee members for a drop out prevention committee if the drop out rate is over 40%.</li> </ul>	
167.020 Student Enrollment	<ul style="list-style-type: none"> <li>• Convene a hearing to determine if a student requesting a waiver is an immediate danger.</li> </ul>	
167.031 Student Enrollment	<ul style="list-style-type: none"> <li>• Authorize part-time attendance of students in some circumstances.</li> </ul>	
167.042 Student Enrollment	<ul style="list-style-type: none"> <li>• Receive declarations of home schooling.</li> </ul>	
167.101 Student Enrollment	<ul style="list-style-type: none"> <li>• Administer oaths and take affidavits from parents concerning the age of their children.</li> </ul>	

167.111 Student Enrollment	<ul style="list-style-type: none"> <li>Enforce the compulsory attendance law.</li> </ul>	
167.115 Student Discipline	<ul style="list-style-type: none"> <li>Receive reports from law enforcement concerning crimes committed by students.</li> <li>Provide information received from law enforcement to teacher and other employees with a need to know.</li> <li>Forward information received from law enforcement to the superintendent of another district if the student transfers.</li> <li>Notify the juvenile or family court whenever a student under its jurisdiction is suspended for more than ten days.</li> <li>Serve in a consulting capacity in juvenile proceedings.</li> <li>Protected from civil liability for sharing information pursuant to statute.</li> </ul>	
167.117 Student Discipline	<ul style="list-style-type: none"> <li>Protected from civil liability for reporting assaults, possession of weapons or controlled substances.</li> </ul>	
167.122 Student Discipline	<ul style="list-style-type: none"> <li>Receive notice from juvenile and CD that a child is in custody.</li> <li>Authorized to share information received from juvenile or CD with teachers and other employees who have a need to know.</li> </ul>	
167.123 Student Discipline	<ul style="list-style-type: none"> <li>Receive notice from Juvenile when a case on a student is active.</li> <li>Must share information received from Juvenile with teachers and other employees who have a need to know.</li> </ul>	
167.161 Student Discipline	<ul style="list-style-type: none"> <li>Immediately remove a student who is a threat of harm to self or others if authorized by the board.</li> <li>Meet with parents prior to an expulsion hearing and provide the option for them to waive the hearing.</li> </ul>	
167.171 Student Discipline	<ul style="list-style-type: none"> <li>Suspend a student for up to 180 days if authorized by the board.</li> <li>Receive reports of principal-imposed suspensions.</li> <li>Authorized to revoke principal-imposed suspensions.</li> <li>Forward a full report on any suspension to the board if the suspension is appealed.</li> <li>Determine whether a student who has appealed a suspension should remain in school pending the hearing.</li> <li>Determine whether to honor a suspension from another school.</li> </ul>	
167.181 Student Enrollment	<ul style="list-style-type: none"> <li>Prepare a record of the immunization status of each student.</li> <li>Report the names of parents who are not complying with the required immunization law to DHSS.</li> </ul>	

167.278 Student Services	<ul style="list-style-type: none"> <li>• Make information about financial assistance for post-secondary education available.</li> </ul>	
168.116 Personnel	<ul style="list-style-type: none"> <li>• Notify a tenured teacher of alleged incompetency, inefficiency or insubordination at least 30 days before the service of charges and work with the teacher to resolve the problem.</li> </ul>	
168.126 Personnel	<ul style="list-style-type: none"> <li>• Notify a probationary teacher of alleged insufficiencies and at least 90 days before the service of charges and work with the teacher to resolve the problem.</li> </ul>	
168.211 (Metropolitan) Personnel	<ul style="list-style-type: none"> <li>• The superintendent of schools shall have general supervision of the district subject to policies established by the board.</li> <li>• Appoint a commissioner of buildings subject to board approval.</li> </ul>	
168.221 (Metropolitan) Personnel	<ul style="list-style-type: none"> <li>• Provide probationary teachers written statements of incompetence.</li> <li>• Notify probationary teachers by April 15 if they will not be retained.</li> <li>• Oversee the return of teachers after a reduction in force.</li> </ul>	
168.261 (Metropolitan) Personnel	<ul style="list-style-type: none"> <li>• Appoint a director of personnel subject to board approval.</li> </ul>	
177.141 Personnel & Student Discipline	<ul style="list-style-type: none"> <li>• Suspend or discipline anyone who violates the rule against forming secret organizations as defined by statute.</li> </ul>	
177.161 (Metropolitan) Finance	<ul style="list-style-type: none"> <li>• Enter into contracts of less than \$5000.</li> </ul>	
191.689 Student Services	<ul style="list-style-type: none"> <li>• Receive information about HIV positive students and share it only in accordance with law.</li> </ul>	
210.145 Student Services	<ul style="list-style-type: none"> <li>• Appoint a liaison to CD.</li> </ul>	
290.140 Personnel	<ul style="list-style-type: none"> <li>• Issue letters of dismissal when requested.</li> </ul>	
566.189 Student Services	<ul style="list-style-type: none"> <li>• Grant permission for parents who are otherwise prohibited from being on or within 500 feet of property by law to be on district property for limited reasons.</li> </ul>	
5 CSR 20-200.180 Student Services	<ul style="list-style-type: none"> <li>• Sign the request for affiliation with a different area career center.</li> </ul>	

5 CSR 20-400.240 Personnel	<ul style="list-style-type: none"> <li>• In the case of a teacher wishing to have a certification deleted, sign that the teacher has not taught in the area for the past three years.</li> </ul>	
5 CSR 20-400.370 Personnel	<ul style="list-style-type: none"> <li>• Hear appeals of career ladder decisions.</li> </ul>	
5 CSR 20-500.330 Student Services	<ul style="list-style-type: none"> <li>• Provide written permission for certain students to take the GED.</li> </ul>	
5 CSR 30-261.010 Student Services	<ul style="list-style-type: none"> <li>• Sign and maintain a list of all students transported on bus routes.</li> </ul>	
5 CSR 30-680.030 Student Services	<ul style="list-style-type: none"> <li>• Sign a request for waiver from the breakfast program.</li> </ul>	
5 CSR 30-680.070 Student Services	<ul style="list-style-type: none"> <li>• Sign a request for waiver from the summer food service program.</li> </ul>	
19 CSR 20-28.010 Student Services	<ul style="list-style-type: none"> <li>• Maintain a record of the immunization status of every student enrolled.</li> <li>• Make a summary report to the department of health by October 15 of each school year.</li> <li>• Exercise the power of suspension to enforce the immunization requirement.</li> <li>• Receive verifications of immunizations or applicable exemptions.</li> </ul>	



# Companion Documents

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Companion Documents Introduction

The companion documents are designed to provide supplemental support to other components of the Educator Evaluation System. These include a growth plan template and sample survey questions.

### Professional Growth Plan

The professional growth plan is a template for organizing the learning and growth of specific indicators. It may be used as a growth plan or improvement plan. It documents the indicator selected and the rationale for choosing it as an area of focus. It uses a PLAN/DO/STUDY/ACT format to focus the learning around the indicator. There is space provided for documenting Growth Guide ratings.

### Survey Questions

There are four sets of survey questions provided. One set is intended to gather faculty feedback on the school or district. Two other sets are provided to gather parent feedback on the classroom and the school and/or district. A final set is provided to gather student feedback on the learning experience. Each provides a chart that aligns the survey question with the appropriate teacher or leader standard and quality indicator.

# Professional Growth Plan

(Based on the Data Team Process model)

Check One

- ☐ Professional Growth Plan for  
☐ Improvement Plan for

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

Identify Indicator:

\_\_\_\_\_  
Standard number and name

\_\_\_\_\_  
Quality Indicator number and name

Briefly describe why this indicator was selected  
(Include whether this indicator aligns to a CSIP  
and/or BIP improvement goal)

**1. FOCUS**

*Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.*

**2. GOAL**

*Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?*

**3. STRATEGY**

*Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.*

**4. RESULTS**

*What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.*

\_\_\_\_\_  
Signature of teacher/leader

\_\_\_\_\_  
Signature of evaluator

\_\_\_\_\_  
Baseline Score

\_\_\_\_\_  
Final Score

\_\_\_\_\_  
Growth Score

# Professional Growth Plan

(Based on the PDSA model)

Check One

- ☐ Professional Growth Plan for  
☐ Improvement Plan for

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

Identify Indicator: \_\_\_\_\_  
Standard number and name

\_\_\_\_\_  
Quality Indicator number and name

Briefly describe why this indicator was selected  
(Include whether this indicator aligns to a CSIP  
and/or BIP improvement goal)

--

**1. PLAN: State the professional learning goal or objective.**

*Is driven by an opportunity for growth as identified from the growth guide and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, \_\_\_\_\_ will implement differentiated instructional strategies as measured by ..."*

**2. DO: What processes or strategies will be used to accomplish the goal?  
How will the strategies be measured?**

*Think of this as an improvement theory that identifies the expected outcomes i.e., **if** the educator does x, y, and z, **then** the stated PL objective will be accomplished.*

**3. STUDY: What do the data tell us? What do the data not tell us?**

*Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?*

**4. ACT: How will positive results be sustained?**

*How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?*

\_\_\_\_\_  
Signature of teacher/leader

\_\_\_\_\_  
Signature of evaluator

--

Baseline Score

--

Final Score

--

Growth Score

## Sample Faculty/Staff Survey Questions (for administrators)

1. The climate of the school/district promotes an environment of mutual respect among faculty, staff and students.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
2. Administrators foster shared beliefs and a sense of community and collaboration.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
3. Faculty and staff engage in discussions about current research and proven practices on teaching and learning.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
4. Administrators monitor the effectiveness of school practices and their impact on student learning.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
5. Administrators promote continuous improvement among faculty and students.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
6. The mission of the school/district is clearly defined.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always

7. Administrators actively assist me in improving my professional practice.
- ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
8. My school/district adequately prepares all students to be college and career ready.
- ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
9. Administrators accurately and fairly assess my performance and provide meaningful feedback.
- ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
10. Our school teaches and reinforces student self-discipline and responsibility.
- ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always

## Sample Survey Question Alignment

Survey Question	Leader Standards
1. The climate of the school/district promotes and environment of mutual respect among faculty, staff and students	(2.1) (3.1) (3.2) (4.1) (5.1)
2. Administrators foster shared beliefs and a sense of community and collaboration.	(2.1) (3.2) (4.1) (4.2)
3. Faculty and staff engage in discussions about current research and proven practices on teaching and learning.	(2.2) (3.2)
4. Administrators monitor the effectiveness of school practices and their impact on student learning.	(2.2) (3.1) (3.3) (4.3)
5. Administrators promote continuous improvement among faculty and students.	(2.3) (3.2)
6. The mission of the school/district is clearly defined.	(1.1)
7. Administrators actively assist me in improving my professional practice.	(2.3) (3.2)
8. My school/district adequately prepares all students to be college and career ready.	(2.1) (2.2) (3.1)
9. Administrators accurately and fairly assess my performance and provide meaningful feedback.	(2.3) (3.2)
10. Our school teaches and reinforces student self-discipline and responsibility.	(2.1) (3.1)

*Key: Standard 1, Quality Indicator 1 = (1.1)*

## Sample Parent Survey Questions (for school/district)

1. My child's school has fair routines, procedures and rules.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
2. My child's school is safe, clean and a good environment for learning.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
3. My child is given a fair chance to succeed at school.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
4. My child's school promotes an environment of mutual respect.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
5. The school recognizes the accomplishments of my child.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
6. My child's opinions are valued by teachers and administrators.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
7. Discipline in my child's school is handled fairly.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always

8. I know how well my child is doing in school.

- ☐ Rarely
- ☐ Sometimes
- ☐ Usually
- ☐ Always

9. Effective assistance is provided for children having difficulty in school.

- ☐ Rarely
- ☐ Sometimes
- ☐ Usually
- ☐ Always

10. My child learns what they need to know at this school.

- ☐ Rarely
- ☐ Sometimes
- ☐ Usually
- ☐ Always

## Sample Survey Question Alignment

Survey Question	Leader Standards
1. My child's school has fair routines, procedures and rules.	(2.1) (3.1) (3.2) (4.1) (5.1)
2. My child's school is safe, clean and a good environment for learning.	(2.1) (3.2) (4.1)
3. My child is given a fair chance to succeed at school.	(2.1) (2.2) (3.1) (3.2)
4. My child's school promotes an environment of mutual respect.	(2.1) (2.2) (3.1) (3.2) (4.1) (5.1)
5. The school recognizes the accomplishments of my child.	(2.1) (2.2) (3.1)
6. My child's opinions are valued by teachers and administrators.	(2.1) (3.2) (5.1)
7. Discipline in my child's school is handled fairly.	(2.1) (3.1) (3.2) (5.1)
8. I know how well my child is doing in school.	(3.2) (4.1)
9. Effective assistance is provided for children having difficulty in school.	(2.2) (3.2) (3.3) (4.2) (4.3)
10. My child learns what they need to know at this school.	(2.2) (3.1) (3.2)

*Key: Standard 1, Quality Indicator 1 = (1.1)*

## Sample Parent Survey Questions (for teacher)

1. My child's teacher has fair routines, procedures and rules.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
2. My child's teacher creates a good environment for learning.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
3. My child's teacher requires hard work.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
4. My child's teacher provides help with things my child does not understand.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
5. My child's teacher knows when my child works hard and does good work.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
6. My child's teacher engages my child in class activities.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
7. My child's teacher is fair when grading work.
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always

8. My child's teacher regularly gives feedback on work.

- ☐ Rarely
- ☐ Sometimes
- ☐ Usually
- ☐ Always

9. My child's teacher is able to meet the particular learning needs of my child.

- ☐ Rarely
- ☐ Sometimes
- ☐ Usually
- ☐ Always

10. My child's teacher has high expectations.

- ☐ Rarely
- ☐ Sometimes
- ☐ Usually
- ☐ Always

## Sample Survey Question Alignment

Survey Question	Teacher Standards
1. My child's teacher has fair routines, procedures and rules.	(5.1) (5.2) (5.3)
2. My child's teacher creates a good environment for learning.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
3. My child's teacher requires hard work.	(1.1) (3.3) (4.1) (6.4)
4. My child's teacher provides help with things my child does not understand.	(2.1) (2.5)
5. My child's teacher knows when my child works hard and does good work.	(2.2) (5.3) (7.1) (7.2) (7.5)
6. My child's teacher engages my child in class activities.	(1.2) (1.3)
7. My child's teacher is fair when grading work.	(2.3) (7.1) 7.2)
8. My child's teacher regularly gives feedback on work.	(2.2) (6.1) (7.3) (7.5)
9. My child's teacher is able to meet the particular learning needs of my child.	(2.1) (2.3) (2.4) (2.5) (2.6) (3.2) (7.4) (9.2)
10. My child's teacher has high expectations.	(2.2) (5.2) (6.3) (7.3)

*Key: Standard 1, Quality Indicator 1 = (1.1)*

## Sample Student Survey Questions (for teacher)

1. My teacher's classroom rules and ways of doing things are fair.
  - ☐ Not at all
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
2. My classroom is a good place for learning.
  - ☐ Not at all
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
3. My teacher makes me work hard so I learn what I need to know.
  - ☐ Not at all
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
4. My teacher helps me when I need it or don't understand something.
  - ☐ Not at all
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
5. My teacher knows when I work hard and am doing my best work.
  - ☐ Not at all
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
6. My teacher wants me to join in class activities.
  - ☐ Not at all
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always
7. My teacher is fair when grading my work.
  - ☐ Not at all
  - ☐ Sometimes
  - ☐ Usually
  - ☐ Always

8. My teacher regularly tells me how well I am doing in my work.

- ☐ Not at all
- ☐ Sometimes
- ☐ Usually
- ☐ Always

9. My teacher helps me and other students in and out of class.

- ☐ Not at all
- ☐ Sometimes
- ☐ Usually
- ☐ Always

10. My teacher expects a lot of me.

- ☐ Not at all
- ☐ Sometimes
- ☐ Usually
- ☐ Always

## Sample Survey Question Alignment

Survey Question	Teacher Standards
1. My teacher's classroom rules and ways of doing things are fair.	(5.1) (5.2) (5.3)
2. My classroom is a good place for learning.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
3. My teacher makes me work hard so I learn what I need to know.	(1.1) (3.3) (4.1) (6.4)
4. My teacher helps me when I need it or don't understand something.	(2.1) (2.5)
5. My teacher knows when I work hard and am doing my best work.	(2.2) (5.3) (7.1) (7.2) (7.5)
6. My teacher wants me to join in class activities.	(1.2) (1.3)
7. My teacher is fair when grading my work.	(2.3) (7.1) 7.2)
8. My teacher regularly tells me how well I am doing in my work.	(2.2) (6.1) (7.3) (7.5)
9. My teacher helps me and other students in and out of class.	(2.1) (2.3) (2.4) (2.5) (2.6) (3.2) (7.4) (9.2)
10. My teacher expects a lot of me.	(2.2) (5.2) (6.3) (7.3)

*Key: Standard 1, Quality Indicator 1 = (1.1)*



# Research and Proven Practices

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Links to Research and Resources

### Introduction

Numerous sources and bodies of research informed the development of Missouri's teacher and leader standards, professional continuum, professional frames and the model Educator Evaluation System. Examples of the research and some of the resources are provided. These may serve as a foundational understanding of the Educator Evaluation System, as well as provide further development regarding an understanding of effective evaluation processes.

### National Standards

Missouri's teacher standards have been informed by the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) standards through a gap analysis conducted by McREL. The National Board for Professional Teaching Standards also informed the development of Missouri's Teacher Standards. The leader standards have been closely aligned to the Educational Leadership Policy Standards: ISLLC 2008.

### References and Research

Many bodies of research and theory were used to guide the development of Missouri's standards, professional continuum, and professional frames and the initial version of the model Educator Evaluation System. Some of these with appropriate links are provided.

### Mentoring

There are seven Essential Principles of Effective Evaluation. One of the seven addresses the importance of the probationary period. Missouri's Mentor Standards provide guidance in creating successful mentor programs. The Administrator Mentor Program is a DESE sponsored initiative to support new principals, assistant principals, career education directors, special education directors and superintendents.

## Links to Research and Resources

**Missouri's Standards were informed by and aligned to the following national standards references.**

Council of Chief State School Officers. (2011, April). *Interstate teacher assessment and support consortium (InTASC) model core teaching standards: A resource for state dialogue*. Washington, DC: Author.  
<http://www.ccsso.org/InTASC>

Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008*. Washington, DC: Beacon Printing, Inc.  
[http://www.ccsso.org/Documents/2008/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf)

National Board for Professional Teaching Standards. (n.d.). Retrieved June 2012, from  
[http://www.nbpts.org/the\\_standards](http://www.nbpts.org/the_standards)

**The following references some of the articles and research which informed the development of Missouri's Teacher and Leader Standards and the Educator Evaluation System.**

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching, 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).  
<http://shop.ascd.org/Default.aspx?TabID=55&ProductId=755>

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA: Stanford Center for Opportunity Policy in Education  
<http://edpolicy.stanford.edu/sites/default/files/publications/creating-comprehensive-system-evaluating-and-supporting-effective-teaching.pdf>

Fullan, M. (2011, April). *Choosing the wrong drivers for whole system reform*. East Melbourne, VIC: Centre for Strategic Education.  
[http://www.michaelfullan.ca/home\\_articles/SeminarPaper204.pdf](http://www.michaelfullan.ca/home_articles/SeminarPaper204.pdf)

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.  
<http://www.routledge.com/books/details/9780415476188/>

Lemov, Doug. (2010) *Teach Like a Champion: 49 Techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.  
<http://www.douglemov.com>

Measures of Effective Teaching (MET) Project. (2012, January). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains*. Bill & Melinda Gates Foundation.  
[http://www.metproject.org/downloads/MET\\_Gathering\\_Feedback\\_Practioner\\_Brief.pdf](http://www.metproject.org/downloads/MET_Gathering_Feedback_Practioner_Brief.pdf)

Marshall, K. (2009). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap*. Jossey-Bass.  
<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0470449969.html>

- Marshall, K. (2010, September 4). Teacher evaluation rubrics. Retrieved June 2012, from <http://www.marshallmemo.com/articles/%20KM%20Teacher%20Eval%20Rubrics%20Sept%202010.pdf>
- Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).  
<http://shop.ascd.org/Default.aspx?TabID=55&ProductId=790>
- McClellan, C. (2012, February 5). *Teacher evaluator training & certification: Lessons learned from the measures of effective teaching project*. The Danielson Group.  
<http://www.danielsongroup.org/article.aspx?type=news&page=METLessons>
- Waters, T., Marzano, J. & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. McREL.  
[http://www.ctc.ca.gov/educator-prep/ASC/5031RR\\_BalancedLeadership.pdf](http://www.ctc.ca.gov/educator-prep/ASC/5031RR_BalancedLeadership.pdf)
- Measures of Effective Teaching (MET) Project. (2010, December). *Learning about teaching: Initial findings from the measures of effective teaching project*. Bill & Melinda Gates Foundation.  
[http://www.metproject.org/downloads/Preliminary\\_Finding-Policy\\_Brief.pdf](http://www.metproject.org/downloads/Preliminary_Finding-Policy_Brief.pdf)
- The New Teacher Project. (2010). *Teacher evaluation 2.0*.  
<http://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf?files/Teacher-Evaluation-Oct10F.pdf>
- The New Teacher Project. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*.  
<http://widgeteffect.org/downloads/TheWidgetEffect.pdf>

**The following references mentoring support and services in Missouri.**

- Missouri Department of Elementary and Secondary Education. (2008, May). *Missouri mentoring program standards*. Retrieved June 2012, from <http://www.dese.mo.gov/divteachqual/leadership/documents/mentoringstandards.pdf>
- Missouri Department of Elementary and Secondary Education. (n.d.) *Administrator mentoring program*. Retrieved June 2012, from [http://www.dese.mo.gov/divteachqual/leadership/mentor\\_prog/index.html](http://www.dese.mo.gov/divteachqual/leadership/mentor_prog/index.html)

# Introduction to the Literature Review of the Missouri Teacher Professional Practice Standards

This review of the literature that supports the Missouri Standards and Quality Indicators was conducted by RMC Research Corporation (<http://www.rmcresearchcorporation.com/>). The review provides a brief summary of high-quality evidence in support of each of the specific performance elements that comprise Missouri's Teacher Standards and Quality Indicators. The review includes summaries of pertinent research, references for those who would like to read more about the actual studies, additional resources, and related research. The review can serve as source of professional development to assist teachers in their focus and growth on particular indicators.

Included in this review are references for the following standards and quality indicators:

## **Standard 1: Content Knowledge, including varied perspectives, aligned with appropriate instruction**

Quality Indicator 1 – Teacher delivers content knowledge and increases academic language

Quality Indicator 2 – Teacher engages students in subject matter

Quality Indicator 3 – Teacher engages students in methods of inquiry and research

Quality Indicator 4 – Teacher makes interdisciplinary content connections

Quality Indicator 5 – Teacher incorporates global and real world learning activities

## **Standard 2: Student Learning, Growth and Development**

Quality Indicator 1 – Teacher uses developmental factors and theories to guide instruction

Quality Indicator 2 – Teacher encourages student responsibility for their own learning

Quality Indicator 3 – Teacher applies theories of learning to differentiate instruction

Quality Indicator 4 – Teacher respects and values each student's learning needs

Quality Indicator 5 – Teacher designs lessons based on prior experiences, learning styles, multiple intelligences, strengths and needs

Quality Indicator 6 – Teacher designs instruction with considerations for language, culture and family and community values

## **Standard 3: Curriculum Implementation**

Quality Indicator 1 – Teacher designs learning experiences that align to curriculum standards

Quality Indicator 2 – Teacher uses lessons and activities to meet the diverse needs of learners

Quality Indicator 3 – Teacher evaluates lessons relative to long and short-term learning goals

## **Standard 4: Critical Thinking**

Quality Indicator 1 – Teacher promotes critical thinking and problem-solving skills

Quality Indicator 2 – Teacher uses a variety of instructional resources to enhance student learning

Quality Indicator 3 – Teacher employs individual and collaborative learning strategies

**Standard 5: Positive Classroom Environment**

Quality Indicator 1 – Teacher uses motivation and engagement strategies to positively impact the classroom environment

Quality Indicator 2 – Teacher effectively manages time, space, transitions, and activities

Quality Indicator 3 – Teacher promotes a positive classroom environment and classroom and school culture

**Standard 6: Effective Communication**

Quality Indicator 3 – Teacher supports and expands safe, free and respectful learning expression

Quality Indicator 4 – Teacher promotes the effective use of technology and media communication tools

**Standard 7: Student Assessment and Data Analysis**

Quality Indicator 1 – Teacher effectively uses multiple assessment modes and approaches to assess student learning

Quality Indicator 2 – Teacher uses assessment data to improve student learning

Quality Indicator 3 – Teacher involves students in self-assessment strategies

Quality Indicator 4 – Teacher uses data on student learning to plan future instruction

MO Standard	Evaluative Criteria for Teacher Professional Practice
1.1	<b>Teacher delivers content knowledge and increases academic language</b>
	<b>Aligns with <i>InTASC Standard #4: Content Knowledge</i>. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.</b>
	<p>Several studies have found that deep content-area knowledge, specifically in math, appear to positively impact student achievement (Clotfelter, et al., March 2007, October 2007; Goldhaber &amp; Brewer 1999; Harris &amp; Sass, 2007; Hill, et al., 2005). The National Council for Accreditation of Teacher Education (NCATE, 1996) noted that “many studies confirm that the best teachers have mastered their subjects, understand the learning process, and are experts in a wide range of teaching methods.” Shulman (1987) asserts that effective teachers must understand purpose, subject matter structures, and ideas within and outside the discipline, and understand it in multiple ways. Stevenson and Stigler (1992) suggest that highly qualified teachers have a cognitive command of the subject matter, structure information logically for students, consistently monitor student performance, and provide students with immediate feedback.</p> <p>Danielson (1996, 2006) states that good teachers have a thorough understanding of the curriculum and an understanding of what methods and materials can be used to complement essential concepts. Knowledge of content and pedagogy are appropriately different for teachers of different levels. The balance between content and pedagogy at different levels is critical; i.e. the content of reading does not change but the pedagogy does whereas in an area like science both the content and pedagogy change. Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students.</p> <p><i>References:</i>  Clotfelter, C. T., Ladd, H. F., Vigdor, J. L. (2007, March). <i>How and why do teacher credentials matter for student achievement?</i> Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from <a href="http://www.caldercenter.org/PDF/1001058_Teacher_Credentials.pdf">http://www.caldercenter.org/PDF/1001058_Teacher_Credentials.pdf</a>  Clotfelter, C. T., Ladd, H. F., Vigdor, J. L. (2007, October). <i>Teacher credentials and student achievement in high school: A cross-subject analysis with student fixed effects</i>. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from <a href="http://www.caldercenter.org/PDF/1001104_Teacher_Credentials_HighSchool.pdf">http://www.caldercenter.org/PDF/1001104_Teacher_Credentials_HighSchool.pdf</a></p>

	<p>Danielson, C. (1996). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Danielson, C. (2006). <i>Teacher leadership that strengthens professional practice</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Goldhaber, D., &amp; Brewer, D. (1999). Teacher licensing and student achievement. In M. C. Kanstroom &amp; C. E. Finn, Jr. (Eds.), <i>Better teachers, better schools</i> (pp. 83-102). Washington, DC: Thomas B. Fordham Foundation. Available from <a href="http://www.ptec.org/items/detail.cfm?ID=7411">http://www.ptec.org/items/detail.cfm?ID=7411</a></p> <p>Harris, D. N., &amp; Sass, T. R. (2007, March). <i>Teacher training, teacher quality, and student achievement</i>. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from <a href="http://www.caldercenter.org/PDF/1001059_Teacher_Training.pdf">http://www.caldercenter.org/PDF/1001059_Teacher_Training.pdf</a></p> <p>Hill, H. C., Rowan, B., &amp; Loewenberg Ball, D. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. <i>American Educational Research Journal</i>, 42(2), 371-406. Available from <a href="http://sitemaker.umich.edu/lmt/files/hillrowanball.pdf">http://sitemaker.umich.edu/lmt/files/hillrowanball.pdf</a></p> <p>National Commission on Teaching and America's Future. (1996). <i>What matters most: Teaching for America's future</i>. New York: Author. Available from <a href="https://dst.sp.maricopa.edu/DWG/STPG/JuniorACE/Shared%20Documents/Teacher%20development/WhatMattersMost.pdf">https://dst.sp.maricopa.edu/DWG/STPG/JuniorACE/Shared%20Documents/Teacher%20development/WhatMattersMost.pdf</a></p> <p>Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. <i>Harvard Educational Review</i>, 57(1), 1-22.</p> <p>Stevenson, H. W., &amp; Stigler, J. W. (1992). <i>The learning gap</i>. New York: Summit Books.</p>
1.2	<p><b>Teacher engages students in subject matter</b></p> <p><b>Aligns with <i>InTASC Standard #4: Content Knowledge</i>. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.</b></p> <p>Danielson (1996, 2006) established that content includes not only factual information but all aspects of a subject, including concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who know their subjects also know how to ask the right questions and how to handle conceptual development. A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions and how these should be handled.</p> <p>Research shows that students perform better academically when teachers ask focused questions, provide immediate</p>

feedback, and engage students in discussion and review of content (Bielefeldt, 1990; Brophy & Good, 1986; Evertson & Harris, 1992; Gottfried & Gottfried, 1991; Levine & Lezotte, 1990; Martens & Kelly, 1993; McCarthy, Webb, & Hancock, 1995; Sammons, Hillman, & Mortimore, 1995; Wang, Haertel, & Walberg, 1993-94).

*References:*

- Bielefeldt, T. (1990, February). Classroom discipline. *Research Roundup*, 5(2), (ERIC Document Reproduction Service No. ED 318 133).
- Brophy, J. E., and Good, T. L. "Teacher Behavior and Student Achievement." In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-377). New York: Macmillan.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Evertson, C. M., and Harris, A. L. (1992, April). What we know about managing classrooms. *Educational Leadership*, 49(7), 74-78.
- Gottfried, A. E., & Gottfried, A. W. (1991, April). *Parents' reward strategies and children's academic intrinsic motivation and school performance*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA, (ERIC Document Reproduction Service No. ED 335 144).
- Levine, D. U., & Lezotte, L. W. (1995). Effective schools research. In J. A. Banks & C. A. Banks, *Handbook of research on multicultural education*. New York: Macmillan.
- Martens, B. K., & Kelly, S. Q. (1993). A behavioral analysis of effective teaching. *School Psychology Quarterly*, 8, 10-6.
- McCarthy, M. T., Webb, J. M., & Hancock, T. E. (1995, April). Form of feedback effects on verb learning and near-transfer tasks by sixth graders. *Contemporary Educational Psychology*, 20(2), 140-150.
- Sammons, P., Hillman, J., & Mortimore, P. (1994, November). *Key characteristics of effective schools: A review of school effectiveness research*. London: International School Effectiveness & Improvement Centre, University of London.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (December 1993-January 1994). What helps students learn?" *Educational Leadership*, 51(4), 74-79.

1.3	<p><b>Teacher engages students in methods of inquiry and research</b></p> <p><b>Aligns with <i>InTASC Standard #8: Instructional Strategies</i>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.</b></p> <p>Several studies have found that effective teaching emphasizes the importance of higher-order thinking skills such as inquiry and research (Brophy &amp; Good, 1986; Ellis &amp; Worthington, 1994; McLaughlin &amp; Talbert 1993; Snapp &amp; Glover, 1990; Wenglinsky, 2001). A meta-analysis by Redfield and Rousseau (1981) concluded that the predominant use of higher-level questions during instruction yielded positive gains on tests of both factual recall and application of thinking skills. Hyde and Bizar (1989) found that teachers who value student thinking structure their classrooms to give students time to think, problems that are worthy of thinking about, and other students with whom to think. Several studies cited in <i>Tennessee's Framework for Evaluation and Professional Growth: Comprehensive Assessment</i> (2009) found that students perform better academically when they have teachers that ask focused questions, provide immediate feedback, and engage students in discussion and review of content.</p> <p><i>References:</i></p> <p>Brophy, J. E., &amp; Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), <i>Handbook of research on teaching</i> (3rd ed., pp. 328-377).</p> <p>Ellis, E. S., &amp; Worthington, L. A. (1994). <i>Research synthesis on effective teaching principles and the design of quality tools for educators</i> (Technical Report No. 5). Eugene: University of Oregon, National Center to Improve the Tools of Educators.</p> <p>Hyde, A. A., &amp; Bizar, M. (1989). <i>Thinking in context: Teaching cognitive processes across the elementary school curriculum</i>. New York: Longman.</p> <p>McLaughlin, M. W., &amp; Talbert, J. E. (1993). <i>Contexts that matter for teaching and learning</i>. Stanford, CA: Stanford University.</p> <p>Redfield, D. L., &amp; Rousseau, E. W. (1981). A meta-analysis of experimental research on teacher questioning behavior. <i>Review of Educational Research</i>, 51(2): 237-245.</p> <p>Snapp, J. C., &amp; Glover, J. A. (1990). Advanced organizers and study questions. <i>Journal of Educational Research</i>, 83, 266–271.</p> <p>Tennessee State Board Education. (2009). <i>Framework for evaluation &amp; professional growth: Comprehensive assessment</i>. Nashville, TN: Author. Available from <a href="http://www.tn.gov/education/frameval/doc/comprehensive_assessment.pdf">http://www.tn.gov/education/frameval/doc/comprehensive_assessment.pdf</a></p> <p>Wenglinsky, H. (2001). <i>Teacher classroom practices and student performance: How schools can make a difference</i> (Report Number RR-01-19). Princeton, NJ: Educational Testing Service.</p>
-----	---

1.4	Teacher makes interdisciplinary content connections
	Aligns with InTASC Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
	<p>Several studies (Black, 1997; Gregson, 1992; Jacobs, 1989; Stemmer, Brown &amp; Smith, 1992) have found that teachers who integrate workplace readiness skills into content area instruction and select workplace problems to illustrate how academic skills are applied in real world settings enable students to relate the learning material back to other courses or workplace applications and increase achievement. Rogers and Freiberg (1994) found that experiential learning that includes self-discovery and real life experiences enhance student achievement. Interdisciplinary/ cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts in and out of school (Collins, Brown, &amp; Newman, 1990).</p> <p><i>References:</i></p> <p>Black, Susan. (1997, August). Branches of knowledge. <i>The American School Board Journal</i>, 35-37.</p> <p>Collins, A., Brown, J. S., &amp; Newman, S. E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In L. B. Resnick (Ed.), <i>Knowing, learning, and instruction: Essays in honor of Robert Glaser</i> (pp. 453-494). Hillsdale, NJ: Lawrence Erlbaum Associates.</p> <p>Gregson, J. A. (1992). Effective pedagogical strategies for work attitudes instruction. <i>Journal of Industrial Teacher Education</i>, 29(3), 60-79.</p> <p>Jacobs, H. (1989). <i>Interdisciplinary curriculum: Design and implementation</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Rogers, C. R., &amp; Freiberg, H. J. (1994). <i>Freedom to learn</i> (3rd ed). Columbus, OH: Merrill/Macmillan.</p> <p>Stemmer, P., Brown, B., &amp; Smith, C. (1992). The employability skills portfolio. <i>Educational Leadership</i>, 49(6): 32-35.</p>

1.5	<b>Teacher incorporates global and real world learning activities</b>
	<b>Aligns with <i>InTASC Standard #5: Innovative Applications of Content</i>. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.</b>
	<p>Gay (2003, p. 4) states that culturally responsive teachers “validate, facilitate, liberate and empower ethnically diverse students by simultaneously cultivating their cultural integrity, individual abilities, and academic success.” Kemp and Hall (1992) state that such teachers are better prepared to provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations.</p> <p><i>References:</i>  Gay, G. (2003). Introduction: Planting seeds to harvest fruits. In G. Gay (Ed.), <i>Becoming multicultural educators: Personal journey toward professional agency</i> (pp. 1–16). San Francisco: Jossey-Bass.  Kemp, L., &amp; Hall, A. H. (1992). <i>Impact of effective teaching research on student achievement and teacher performance: Equity and access implications for quality education</i>. Jackson, MS: Jackson State University. (ERIC Document Reproduction Service No. ED 348 360).</p>
2.1	<b>Teacher uses developmental factors and theories to guide instruction</b>
	<b>Aligns with <i>InTASC Standard #8: Instructional Strategies</i>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.</b>
	<p>Research points to the fact that aspects of development—neural, cognitive, social, psychological, physical, and ethical have far-reaching effects on children’s ability to learn (Bransford, Brown, &amp; Cocking, 2002; Shonkoff &amp; Phillips, 2000). It is essential that educators know the “typical” patterns of human development in order to understand what to expect of students at different ages (preschool/kindergarten, primary, intermediate, junior high school, and high school )and to plan age-appropriate instruction based on various teaching and instructional models that optimize students’ ability to engage with and learn from the curriculum (Rothstein, 1990).</p> <p><i>References:</i>  Bransford, J. D., Brown, A. L., &amp; Cocking, R. (2002). <i>How people learn: Brain, mind, experience, and school</i>. Washington, DC: National Academies Press.</p>

	<p>Rothstein, P. (1990). <i>Educational psychology</i>. New York: McGraw-Hill.</p> <p>Shonkoff, J. P., &amp; Phillips, D. A. (Eds.). (2000). <i>From neurons to neighborhoods: The science of early childhood development</i>. Washington, DC: National Academy Press.</p>
2.2	<b>Teacher encourages student responsibility for their own learning</b>
	<b>Aligns with <i>InTASC Standard #1: Learner Development</i>. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</b>
	<p>The research and theoretical base for creating a classroom environment where students take greater responsibility for their learning shows that students achieve at higher levels when they are more self-reliant, self-directed in their learning, are more motivated to learn, and are more efficient in their learning (Hom &amp; Murphy, 1983). Students that better understand their strengths and weaknesses as learners can leverage their strengths in learning situations (Blakey &amp; Spence, 1990).</p> <p><i>References:</i></p> <p>Blakey, E., &amp; Spence, S. (1990). <i>Developing metacognition</i>. Syracuse, NY: ERIC Clearinghouse on Information Resources. [ED327218]</p> <p>Hom, H. L., &amp; Murphy, M. D. (1985). Low need achievers' performance: The positive impact of a self- determined goal. <i>Personality and Social Psychology Bulletin</i>, 11,275-285.</p>
2.3	<b>Teacher applies theories of learning to differentiate instruction</b>
	<b>Aligns with <i>InTASC Standard #2: Learning Differences</i>. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</b>
	<p>Danielson (1996) asserts that understanding the developmental context of the subject matter being taught enables teachers to construct instructional goals appropriate to students with particular needs. It also allows them to observe important pattern of development of students within a content area, which is particularly important in the areas of science and math at all levels and literature and social sciences at the high school level. Research validates that the use various instructional methods that form the basis of differentiated instruction, including:</p> <ul style="list-style-type: none"> <li>• Using effective classroom management procedures;</li> </ul>

	<ul style="list-style-type: none"> <li>• Promoting student engagement and motivation;</li> <li>• Assessing student readiness;</li> <li>• Responding to learning styles;</li> <li>• Grouping students for instruction; and</li> <li>• Teaching to the student's <i>zone of proximal development</i>.</li> </ul> <p>(Allan &amp; Tomlinson, 2000; Ellis &amp; Worthington, 1994; Vygotsky, 1978)</p> <p>Kemp and Hall (1992) found that teachers who adjust the difficulty level of material to student ability have higher rates of achievement in their classes. In a more recent three-year study, scholars found the differentiated instruction consistently yielded positive results across a broad range of targeted groups (McQuarrie, McRae, &amp; Stack-Cutler, 2008).</p> <p><i>References:</i>  Allan, S. D., &amp; Tomlinson, C. A. (2000). <i>Leadership for differentiating schools and classrooms</i>. Alexandria, VA: Association for Supervision and Curriculum Development.  Danielson, C. (1996). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.  Ellis, E. S., &amp; Worthington, L. A. (1994). <i>Research synthesis on effective teaching principles and the design of quality tools for educators</i> (Technical Report No. 5). Eugene: University of Oregon, National Center to Improve the Tools of Educators.  Kemp, L., &amp; Hall, A. H. (1992). <i>Impact of effective teaching research on student achievement and teacher performance: Equity and access implications for quality education</i>. Jackson, MS: Jackson State University. (ERIC Document Reproduction Service No. ED 348 360).  McQuarrie, L., McRae, P., &amp; Stack-Cutler, H. (2008). <i>Differentiated instruction provincial research review</i>. Edmonton: Alberta Initiative for School Improvement.  Vygotsky, L. S., (1978). <i>Mind in society: The development of higher psychological processes</i>. Cambridge, MA: Harvard University Press.</p>
2.4	<b>Teacher respects and values each student’s learning needs</b>
	<b>Aligns with <i>IntASC Standard #2: Learning Differences</i>. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</b>
	The existing differentiated instruction model is rooted in cognitive psychology and is based on research linking student achievement with a teacher’s ability to consistently adjust content to meet the student’s individual learning needs (McTigh

& Brown, 2005; Tieso, 2003; Tomlinson, 1999, 2001, 2003, 2004, 2005). Rock et al. (2008) provides an overview of various studies that document classroom and school-wide changes from traditional classroom instruction to differentiated instruction and the resulting increases in student motivation, engagement and achievement. A research summary by Dunn et. al (2010) describes how students learn and how effective teachers should and could apply the concepts of universal design, differentiated instruction, and embedded learning opportunities into their classrooms.

Several studies (Chatterton 2005; Dono 2004; Levy 2009) found that approximately 30 percent of students learn substantially more when text is accompanied by visual information. Other students learn best through the use of hands-on materials or activities (Fine, 2002) or through the completion of independent tasks (DeBello 1985; Giannitti 1988).

#### *References:*

- Chatterton, J. (2005). Effects of individuals' learning-style strengths on reading recall and attitudes with and without pictures. *Dissertation Abstracts International* 66(9): 3217A.
- DeBello, T. (1985). A critical analysis of the achievement and attitude effects of administrative assignments to social studies writing instruction based on identified, eighth grade students' learning style preferences for learning alone, with peers, or with teachers. *Dissertation Abstracts International* 47(1): 68A.
- Dono, M. (2004). Relative effectiveness of print-versus-picture/color/print-oriented testing on fourth grade, low-, average-, and highly achieving students. *Dissertation Abstracts International* 66(2): 495A.
- Dunn, R., Craig, M., Favre, L., Markus, D., Pedota, P., Sookdeo, G., & Terry, B. (2010). No light at the end of tunnel vision: Steps for improving lesson plans. *The Clearing House*, 83(5): 194-206.
- Fine, D. (2002). Comparison between the learning styles of special and regular education high school students and the effects of responsive teaching on the short- and long-term achievement, attitudes, and behaviors of a subset of SPED adolescents. *Dissertation Abstracts International*, 63(1): 67A.
- Giannitti, M. C. (1988). An experimental investigation of the relationships among the learning style sociological preferences of middle school students, their attitudes and achievement in social studies, and selected instructional strategies. *Dissertation Abstracts International*, 49(10): 2911A.
- McTighe, J., & Brown, J. (2005). Differentiated instruction and educational standards: Is détente possible? *Theory Into Practice*, 44: 234–244.
- Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, 52(2), 31-47.
- Tieso, C. (2003). Ability grouping is not just tracking anymore. *Roper Review*, 26, 29–36.

	<p>Tomlinson, C. A. (2001). Differentiated instruction in the regular classroom: What does it mean? How does it look? <i>Understanding Our Gifted</i>, 14(1): 3–6.</p> <p>Tomlinson, C. A. (2003). Teaching all students. <i>Educational Leadership</i>, 61, 6–87.</p> <p>Tomlinson, C. A. (2004). Sharing responsibility for differentiating instruction. <i>Roper Review</i>, 26: 188.</p> <p>Tomlinson, C. A. (2005). Differentiated Instruction. <i>Theory Into Practice</i>, 4, 185–273.</p>
2.5	<p><b>Teacher designs lessons based on prior experiences, learning styles, multiple intelligences, strengths and needs</b></p> <p><b>Aligns with InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</b></p> <p>Danielson (1996, 2007) asserts that excellent teachers carefully monitor their students. Such monitoring provides plenty of information about individual student achievements and challenges, and also provides a great deal of information about the effectiveness, appropriateness, and appeal of the curriculum.</p> <p>An increasing number of teachers are adopting an approach incorporating Gardner’s (1993, 1999) “Multiple Intelligence (MI) theory” which suggests there are a number of types of intelligence rather than just what has been traditionally considered in the measurement of IQ. This often results in improved teaching performance and classrooms that meet the needs of more students. Kaplan and Saccuzzo (2001) further define intelligence as the general potential, independent of prior knowledge.</p> <p>A 2008 study (Burton, Douglas, &amp; Reese-Durham) examined how Multiple Intelligences and Direct Instruction as teaching strategies affect the achievement scores of students enrolled in an eighth grade mathematics class. The results suggested that performance on a post-mathematics assessment for students exposed to MI scored was considerably higher (25.48 points) compared to those taught using Direct Instruction (17.25).</p> <p><i>References:</i></p> <p>Burton, K. S., Douglas, O., &amp; Reese-Durham, N. (2008). The effects of the multiple intelligence teaching strategy on the academic achievement of eighth grade math students. <i>Journal of Instructional Psychology</i>, 35(2), 182+.</p> <p>Danielson, C. (1996). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Danielson, C. (2007). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Gardner, H. (1993). <i>Multiple intelligences: the theory in practice</i>. New York: Basic Books.</p>

	<p>Gardner, H. (1999). <i>Intelligence reframed: Multiple intelligences for the 21st century</i>. New York: Basic Books.</p> <p>Hoerr, T. (2002, January). <i>Applying mi in schools</i>. Columbia, MD: Johns Hopkins University School of Education. Available from <a href="http://www.newhorizons.org/strategies/mi/hoerr2.htm/">http://www.newhorizons.org/strategies/mi/hoerr2.htm/</a></p> <p>Kagan, L. (2000). <i>Multiple intelligences: structure and activities</i>. San Clemente, CA: Kagan Publishings.</p> <p>Kaplan, R. M. &amp; Saccuzzo, D. P. (2001). <i>Psychological testing: principles, applications, and issues</i> (5th ed.). Belmont, CA: Wadsworth/Thomas.</p>
2.6	<b>Teacher designs instruction with considerations for language, culture and family and community values</b>
	<b>Aligns with <i>InTASC Standard #2: Learning Differences</i>. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</b>
	<p>Several studies have found evidence that instruction should ensure sensitivity to student culture and agree on the need for teachers to have a deep understanding of the subjects they teach so that they can create the multiple representations necessary to address the diversity of prior experiences and understandings present in their classrooms (Au, 1998; Ladson-Billings, 1994; McDiarmid, 1995; Moll, 1998; Ruddell, 1997; Schmidt, 2005).</p> <p>Gay's (2000) work on cultural responsive teaching showed that African, Asian, Latino, and Native American students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences and frames of reference. She noted that key components of of culturally responsive teaching include teacher caring, teacher attitudes and expectations, formal and informal multicultural curriculum, culturally informed classroom discourse, and cultural congruity in teaching and learning strategies.</p> <p><i>References:</i></p> <p>Au, L. J. (1998). Social constructivism and the school literacy learning of students with diverse backgrounds. <i>Journal of Literacy Research</i>, 30, 297-319.</p> <p>Gay, G. (2000). <i>Culturally responsive teaching: Theory, research, and practice</i>. New York: Teacher's College Press.</p> <p>Ladson-Billings, G. (1994). <i>The dreamkeepers: Successful teachers of African American children</i>. San Francisco: Jossey-Bass.</p> <p>McDiarmid, G. W. (1995). <i>Realizing new learning for all students: A framework for the professional development of Kentucky teachers</i>. East Lansing, MI: National Center for Research on Teacher Learning.</p> <p>Moll, L. C. (1998). Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking. In T. Shanahan &amp; F. V. Rodriguez-Brown (Eds.), <i>Forty-seventh yearbook of the National Reading Conference</i> (pp. 59-75). Chicago, IL: National Reading Conference.</p>

	<p>Ruddell, M. R. (1997). <i>Teaching content reading and writing</i> (2nd ed.). New York: Wiley.</p> <p>Schmidt, P. R. (2005, December). <i>Culturally responsive instruction: Promoting literacy in secondary content areas</i>. Naperville, IL: Learning Point Associates. Available from <a href="http://www.learningpt.org/literacy/adolescent/cri.pdf">http://www.learningpt.org/literacy/adolescent/cri.pdf</a></p>
3.1	<b>Teacher designs learning experiences that align to curriculum standards</b>
	<b>Aligns with <i>InTASC Standard #7: Planning for Instruction</i>. The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.</b>
	<p>Danielson (1996, 2007) describes good teachers as having a thorough understanding of the curriculum and knowledge of what methods and materials can be used to complement essential concepts. Knowledge of content and pedagogy are appropriately different for teachers of different levels. The balance between content and pedagogy at different levels are critical; i.e. the content of reading does not change but the pedagogy does whereas in an area like science both the content and pedagogy change. Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students.</p> <p><i>References:</i></p> <p>Danielson, C. (1996). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Danielson, C. (2007). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
3.2	<b>Teacher uses lessons and activities to meet the diverse needs of learners</b>
	<b>Aligns with <i>InTASC Standard #2: Learning Differences</i>. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</b>
	<p>Zeichner (1992) summarized the extensive literature describing successful teaching approaches for diverse populations and categorized the key elements for effective teaching for ethnic- and language-minority students. In addition, several studies (Au, 1998; Ball &amp; McDiarmid, 1989; Fuchs et. al., 1997; Ladson-Billings, 1994; Moll, 1998; Ruddell, 1997) have found evidence that elementary instruction should ensure sensitivity to student culture and agree on the need for teachers to have a deep understanding of the subjects they teach so that they can create the multiple representations necessary to address the diversity of prior experiences and understandings present in their classrooms. Extensive research on the benefits of using diverse teaching strategies for diverse learners can also be found in Saravia-Shore (2008).</p>

Danielson (1996, 2007) asserts that teachers who understand the developmental context of the subject matter are better prepared to construct instructional goals appropriate to students with special needs and can observe important patterns of student development within a content area. These patterns of development are particularly important in science and mathematics at all levels, and literature and social sciences at the high school level.

*References:*

- Au, L. J. (1998). Social constructivism and the school literacy learning of students with diverse backgrounds. *Journal of Literacy Research*, 30, 297-319.
- Ball, D. L. & McDiarmid, G. W. (1989). *The subject matter preparation of teachers*. (Issue Paper 89-4). East Lansing: Michigan State University, The National Center for Research on Teacher Education.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174-206.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
- McDiarmid, G. W. (1995). *Realizing new learning for all students: A framework for the professional development of Kentucky teachers*. East Lansing, MI: National Center for Research on Teacher Learning.
- Moll, L. C. (1998). Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking. In T. Shanahan & F.V. Rodriguez-Brown (Eds.), *Forty-seventh yearbook of the National Reading Conference* (pp. 59-75). Chicago, IL: National Reading Conference.
- Ruddell, M. R. (1997). *Teaching content reading and writing* (2nd ed.). New York: Wiley.
- Saravia-Shore, M. (2008). Diverse teaching strategies for diverse learners. In Cole, R. W. (Ed.), *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Development. Available from <http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx>
- Zeichner, K. (1992, September). *NCRTL special report: Educating teachers for cultural diversity*. East Lansing, MI: Michigan State University, National Center for Research on Teacher Learning. Available from <http://ncrtl.msu.edu/http/sreports/sr293.pdf>

3.3	<b>Teacher evaluates lessons relative to long and short-term learning goals</b>
	<b>Aligns with <i>InTASC Standard #6: Assessment</i>. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher’s ongoing planning and instruction.</b>
	<p>Several studies have found that student achievement improves when learning goals and objectives are clearly defined, displayed prominently, and have an articulated relationship to both instructional activities and student assessment (Behr &amp; Bachelor, 1981; Deal &amp; Peterson, 1993; Hallinger &amp; Heck, 1996; Sammons, Hillman, &amp; Mortimore, 1995). Haberman (1995) found that effective teachers incorporate the “big picture”, including long term goals, daily practice, engaging students, fostering teacher student rapport, expecting and understanding the range of differences among students.</p> <p><i>References:</i>  Behr, G., &amp; Bachelor, B. (1981). <i>Identifying effective schools: A case study involving black racially isolated minority schools and instructional accomplishments/information systems</i>. Los Alamos, CA: SWRL Educational Research and Development.  Deal, T. E., &amp; Peterson, K. D. (1993). <i>The principal's role in change: Technical and symbolic aspects of school improvement</i>. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Education Research, National Center for Effective Schools.  Haberman, M. (1995). <i>Star teachers of children in poverty</i>. Bloomington, IN: Kappa Delta Pi.  Hallinger, P., &amp; Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. <i>Educational Administration Quarterly</i>, 32(1), 5-44.  Sammons, P., Hillman, J., &amp; Mortimore, P. (1995, March). <i>Key characteristics of effective schools: a review of school effectiveness research</i>. Paper presented at an internal seminar for Ofsted, London: Institute of Education, pp. 1-71.</p>
4.1	<b>Teacher promotes critical thinking and problem-solving skills</b>
	<b>Aligns with <i>InTASC Standard #8: Instructional Strategies</i>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b>
	<p>Research shows that there is a link between critical thinking skills and increased student achievement. In studies of NAEP score data, Wenglinsky (2002, 2003, 2004) found that teaching critical thinking is associated with higher test scores. Meta-analysis conducted by Hattie (2009) showed that a problem-solving teaching approach yielded a medium effect size (<math>d =</math></p>

	<p>0.61) on student achievement. According to Hembree (1992), the teacher characteristic with the most positive effect on students' performance was specialist training in heuristic methods (<math>d = 0.71</math>). The methods include, for example, Pólya's (1945) four phases of: (1) understanding the problem, (2) obtaining a plan of the solution, (3) carrying out the problem, and (4) examining the solutions obtained. Problem-solving methods can also have a positive influence on student interpersonal outcomes. Almeida and Denham (1984) reported positive effects of interpersonal cognitive problem solving skills on behavioral adjustment and social behaviors (see also Denham &amp; Almeida, 1987).</p> <p><i>References:</i></p> <p>Almeida, M. C., &amp; Denham, S. A. (1984, April). <i>Interpersonal cognitive problem-solving: A meta analysis</i>. Paper presented at the Annual Meeting of the Eastern Psychological Association, Baltimore, MD.</p> <p>Denham, S. A., &amp; Almeida, M. C. (1987). Children's social problem-solving skills, behavioral adjustment, and interventions: A meta-analysis involving theory and practice. <i>Journal of Applied Developmental Psychology</i>, 8(4), 391-409.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. New York: Routledge.</p> <p>Hembree, R. (1992). Experiments and relational studies in problem solving: A meta-analysis, <i>Journal for Research in Mathematics Education</i>, 23(3), 242-273.</p> <p>Pólya, G. (1945). <i>How to solve it: A new aspect of mathematical method</i>. Princeton, NJ: Princeton University Press.</p> <p>Wenglinsky, H. (2002, February). How schools matter: The link between classroom practices and student academic performance. <i>Education Policy Analysis Archives</i>, 10(12). Available from <a href="http://epaa.asu.edu/epaa/v10n12/">http://epaa.asu.edu/epaa/v10n12/</a></p> <p>Wenglinsky, H. (2003). Using large-scale research to gauge the impact of instructional practices on student reading comprehension. <i>Educational Policy Analysis Archives</i>, 11(9). Available from <a href="http://epaa.asu.edu/espaa/v11n9/">http://epaa.asu.edu/espaa/v11n9/</a></p> <p>Wenglinsky, H. (2004, September). Facts or critical thinking skills? What the NAEP results say. <i>Educational Leadership</i>, 62(1), 32-35. Available from <a href="http://www.ascd.org/publications/educational-leadership/sept04/vol62/num01/Facts-or-Critical-Thinking-Skills%C2%A2-%E2%80%94-What-NAEP-Results-Say.aspx">http://www.ascd.org/publications/educational-leadership/sept04/vol62/num01/Facts-or-Critical-Thinking-Skills%C2%A2-%E2%80%94-What-NAEP-Results-Say.aspx</a></p>
4.2	<p><b>Teacher uses a variety of instructional resources to enhance student learning</b></p> <p><b>Aligns with <i>InTASC Standard #8: Instructional Strategies</i>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p> <p>Research on the use of technology and other instructional resources to enhance student learning may be found in WestEd's <i>Research Base: Using Technology to Support Diverse Learners</i> (n.d.) and Marzano's <i>Classroom Instruction That Works</i> (2001). Hattie's meta-analysis (2009) found that use of interactive video methods, i.e. a combination of computer-</p>

	<p>assisted instruction and video technology, had a medium effect size of <math>d = 0.52</math> on student achievement.</p> <p><i>References:</i>  Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. New York: Routledge.  Marzano, R. J. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development.  WestEd. (n.d.). <i>Research base: Using technology to support diverse learners</i>. San Francisco, CA: Author. Available from <a href="http://www.wested.org/pub/docs/tidl/research.htm">http://www.wested.org/pub/docs/tidl/research.htm</a></p>
<b>4.3</b>	<p><b>Teacher employs individual and collaborative learning strategies</b></p> <p><b>Aligns with <i>InTASC Standard #8: Instructional Strategies</i>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p> <p>Hattie (2009) notes that there seems to be universal agreement that cooperative learning is effective, especially when contrasted with competitive and individualistic learning. Meta-analyses that compared cooperative learned versus heterogeneous classes showed a medium effect size of <math>d = 0.41</math>. The effect size for cooperative learning versus individualistic learning was <math>d = 0.59</math>. Cooperative learning was found to have a prime effect on enhancing interest and problem solving provided it is set up with high levels of peer involvement. Marzano et al. (2001) also cite several studies on the benefits of cooperative learning, particularly when a variety of criteria are used for grouping students. Flexible grouping strategies have been found to yield positive results on student learning (Castle, Deniz, &amp; Tortora, 2005). A review of literature on self-regulated learning (Zumbrunn, Tadlock, &amp; Roberts, 2011) showed that learning strategies such as independent reading practice were a valuable predictor of students' reading comprehension scores.</p> <p><i>References:</i>  Castle, S., Deniz, C., &amp; Tortora, M. (2005, February). Flexible grouping and student learning in a high-needs school. <i>Education and Urban Society</i>, 37(2), 139-150. Available from <a href="http://eus.sagepub.com/content/37/2/139">http://eus.sagepub.com/content/37/2/139</a>  Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. New York: Routledge.  Marzano, R. J., Pickering, D. J., &amp; Pollock, J. E. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development.  Zumbrunn, S., Tadlock, J., &amp; Roberts, E. (2011, October). <i>Encouraging self-regulated learning in the classroom: A review of the literature</i>. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.</p>

	Available from <a href="http://merc.soe.vcu.edu/Reports/Self%20Regulated%20Learning.pdf">http://merc.soe.vcu.edu/Reports/Self%20Regulated%20Learning.pdf</a>
5.1	<p><b>Teacher uses motivation and engagement strategies to positively impact the classroom environment</b></p> <p><b>Aligns with <i>InTASC Standard #3: Learning Environments</i>. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</b></p> <p>A report from the Center on Education Policy discusses various research-based dimensions of student motivation (Usher &amp; Kober, 2012). Studies have shown that higher student motivation to learn is linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and to lower dropout rates (Gottfried, 1985; Gottfried, 2009; Ryan &amp; Deci, 2000, 2009). Pintrich (2003) found that if a student believes, for whatever reason, that he or she has limited capacity for learning or feels unlikely to succeed, that student will not be as academically motivated.</p> <p>Reviews of the literature on student engagement show that higher levels of engagement in school are linked to improved student performance. Research studies cited by Klem and Connell (2004) found student engagement a “robust predictor of student achievement and behavior in school, regardless of socioeconomic status.” (p. 262). Students engaged in school are more likely to earn higher grades and test scores and have lower drop-out rates. Wang and Holcombe (2010) note that a growing body of research “also suggests that the social, instructional, and organizational climate of schools influences both students’ engagement and their academic achievement” and cite various studies that illuminate this point. Additional research supporting the use of engagement strategies can be found in Akey (2006); Marzano (2007); and the National Center for School Engagement (2006).</p> <p><i>References:</i>  Akey, T. M., (2006, January). <i>School context, student attitudes, and behavior, and academic achievement: An exploratory analysis</i>. New York: MDRC. Available from <a href="http://www.mdrc.org/publications/419/full.pdf">http://www.mdrc.org/publications/419/full.pdf</a>  Gottfried, A. E. (1985). Academic intrinsic motivation in elementary and junior high students. <i>Journal of Educational Psychology</i>, 77(6), 631-645.  Gottfried, A. E. (2009). The role of environment in contextual and social influences on motivation: Generalities, specificities and causality. In K. R. Wentzel &amp; A. Wigfield (Eds.), <i>Handbook of motivation at school</i> (pp. 462-475). New York: Routledge.  Klem, A., &amp; Connell, J. P. (2004, September). Relationships matter: Linking teacher support to student engagement and</p>

	<p>achievement. <i>Journal of School Health</i>, 74(7), 262-273. Available from <a href="http://www.fifeschools.com/fhs/documents/RelationshipsMatterLinkingTeacherSupporttoStudentEngagementandAchievement.pdf">http://www.fifeschools.com/fhs/documents/RelationshipsMatterLinkingTeacherSupporttoStudentEngagementandAchievement.pdf</a></p> <p>Marzano, R. J. (2007). <i>The art and science of teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>National Center for School Engagement. (2006, December). <i>Quantifying school engagement: Research report</i>. Denver, CO: Author. Available from <a href="http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/QuantifyingSchoolEngagementResearchReport.pdf">http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/QuantifyingSchoolEngagementResearchReport.pdf</a></p> <p>Pintrich, P. R. (2003). A motivation science perspective on the role of student motivation in learning and teaching contexts. <i>Journal of Educational Psychology</i>, 95(4), 667-696.</p> <p>Ryan, R. M., &amp; Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55(1), 68-78.</p> <p>Ryan, R. M., &amp; Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In K. R. Wentzel &amp; A. Wigfield (Eds.), <i>Handbook of motivation at school</i> (pp. 462-475). New York: Routledge.</p> <p>Usher, A., &amp; Kober, N. (2012). <i>Student motivation: An overlook piece of school reform</i>. Washington, DC: Center on Education Policy. Available from <a href="http://www.cep-dc.org/displayDocument.cfm?DocumentID=405">http://www.cep-dc.org/displayDocument.cfm?DocumentID=405</a></p> <p>Wang, M., &amp; Holcombe, R. (2010, September). Adolescent's perceptions of school environment, engagement, and academic achievement in middle school. <i>American Educational Research Journal</i>, 47(3), 633-662. Available from <a href="http://aer.sagepub.com/content/47/3/633.full.pdf+html">http://aer.sagepub.com/content/47/3/633.full.pdf+html</a></p>
5.2	<p><b>Teacher effectively manages time, space, transitions, and activities</b></p> <p><b>Aligns with <i>InTASC Standard #3: Learning Environments</i>. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</b></p> <p>In <i>Classroom Management That Works: Research-Based Strategies for Every Teacher</i>, Marzano et. al (2003) note that research over the past 30 years shows classroom management to be one of the critical ingredients of effective teaching. Based on their meta-analysis, Marzano and colleagues found that classes in which effective classroom management techniques are used have student engagement rates that are .617 standard deviations higher than engagement rates in classes where effective management techniques are not employed. This translates into a 23-percentile point increase in engagement. Classes with effective classroom management techniques reach achievement levels that are .521 standard</p>

	<p>deviations higher than the achievement in classes without effective management techniques. This translates into a 20-percentile point increase in achievement. Marzano concluded that “effective classroom management has a powerful impact on students.” (p. 10).</p> <p><i>Reference:</i>  Marzano, R. J., Marzano, J. S., &amp; Pickering, D. J. (2003). <i>Classroom management that works: Research-based strategies for every teacher</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Available from <a href="http://www.ascd.org/publications/books/103027.aspx">http://www.ascd.org/publications/books/103027.aspx</a></p>
<b>5.3</b>	<p><b>Teacher promotes a positive classroom environment and classroom and school culture</b></p> <p><i>Aligns with InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</i></p> <p>Pickett and Fraser (2010) cite several studies that point to the impacts of positive classroom learning environments on student learning. They note that analyses of large databases, collected as part of the National Assessment of Educational Progress (NAEP), found that the classroom and school environment was a strong predictor of both student achievement and attitudes.</p> <p><i>Reference:</i>  Pickett, L., &amp; Frader, B. (2010, January). Creating and assessing positive classroom learning environments. <i>Childhood Education</i>, January 1, 2010. Available from <a href="http://www.thefreelibrary.com/Creating+and+assessing+positive+classroom+learning+environments.-a0229717502">http://www.thefreelibrary.com/Creating+and+assessing+positive+classroom+learning+environments.-a0229717502</a></p>
<b>6.3</b>	<p><b>Teacher supports and expands safe, free and respectful learning expression</b></p> <p><i>Aligns with InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</i></p> <p>Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feels safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are supported (Shepard, 2000; Stronge 2002; Wilen et al., 2004). Impacts of a positive classroom emotional climate on student engagement and academic achievement are documented in Reyes, et al. (2102) where the authors note that</p>

	<p>“teachers in classrooms high in classroom emotional climate are aware of their students’ emotional and academic needs and respond to their students by choosing age-appropriate activities that both encourage self-expression and cater to their interests and points of view.”</p> <p><i>References:</i></p> <p>Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., &amp; Salovey, P. (2012, March 5). Classroom emotional climate, student engagement, and academic achievement. <i>Journal of Educational Psychology Online First Publication</i>, March 5, 2012, doi: 10.1037/a0027268. Available from <a href="http://heblab.research.yale.edu/pub_pdf/pub316_Reyesetal.2012_CECJEPOnlineFirst.pdf">http://heblab.research.yale.edu/pub_pdf/pub316_Reyesetal.2012_CECJEPOnlineFirst.pdf</a></p> <p>Shepard, L. A. (2000). The role of assessment in a learning culture. <i>Educational Researcher</i>, 29 (7), 4-14.</p> <p>Stronge, J. H. (2002). <i>Qualities of effective teachers</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Wilén, W., Bosse, M. I., Hutchinson, J., &amp; Kindsvatter, R. (2004). Planning for teaching. In <i>Dynamics of Effective Secondary Teaching</i> (5th ed.) (pp. 134-165). Boston: Pearson.</p>
6.4	<p><b>Teacher promotes the effective use of technology and media communication tools</b></p> <p><b>Aligns with <i>InTASC Standard #8: Instructional Strategies</i>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p> <p>Hattie (2009) notes that meta-analyses of computer-assisted instruction shows an average effect size of <math>d = 0.37</math>. The use of computers has been found to assist in engagement and positive attitudes to learning and school. Studies have shown that effective use of computers involves (a) diversity of teaching strategies; (b) pretraining in the use of computers as teaching and learning tools; (c) multiple opportunities for learning (e.g., deliberative practice, increasing time on task); (d) the student, not teacher, is in “control” of learning; (e) peer learning is optimized; and (f) feedback is optimized.</p> <p>Program evaluation findings for the Enhancing Missouri’s Instructional Networked Teaching Strategies (eMINTS) program from 1999-2009 showed that students in eMINTS classrooms significantly outperformed students enrolled in non-eMINTS classrooms on the Missouri Assessment Program (MAP) (Learning Points Associates, 2010). Another study of program showed that participating teachers transitioned from teacher-centered models to hybrid or student-centered models of instruction (OSED, 2003).</p>

	<p>Several other studies have demonstrated a positive association between the use of computer-assisted instruction and student learning (Erdner, Guy, &amp; Bush, 1998; Mathes, Torgeson, &amp; Allor, 2001).</p> <p><i>References:</i></p> <p>Erdner, R. A., Guy, R. F.; &amp; Bush, A. (1998). The impact of a year of computer assisted instruction on the development of first grade. <i>Journal of Computing Research</i>, 18(4), 369-386.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. New York: Routledge.</p> <p>Learning Points Associates. (2010). <i>A summary of external program evaluation findings for the eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program from 1999-2009</i>. Naperville, IL: Author. Available from <a href="http://www.emints.org/wp-content/uploads/2011/07/summary_emints_research.pdf">http://www.emints.org/wp-content/uploads/2011/07/summary_emints_research.pdf</a></p> <p>Mathes, P. G., Torgeson, J. K., &amp; Allor, J. H. (2001). The effects of peer-assisted literacy strategies for first-grade readers with and without computer assisted instruction in phonological awareness. <i>American Educational Research Journal</i>, 38(2), 371-410.</p> <p>Office of Social and Economic Data Analysis. (2003). <i>Assessing instructional practices in eMINTS classrooms</i>. Columbia, MO: Author. Available from <a href="http://www.emints.org/wp-content/uploads/2011/07/expansion3.pdf">http://www.emints.org/wp-content/uploads/2011/07/expansion3.pdf</a></p>
<b>7.1</b>	<p><b>Teacher effectively uses multiple assessment modes and approaches to assess student learning</b></p> <p><b>Aligns with <i>InTASC Standard #6: Assessment</i>. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.</b></p> <p>Several literature reviews on the use of multiple forms of assessment have been conducted. In their review of over 250 articles, Black and William (1998) placed the effect size for learning gains in interventions involving aspects of formative assessment between 0.4 and 0.7 in studies with pre and post measures of student learning. While gains were seen across student achievement levels, gains were highest for lower achieving students. Studies on the benefits of formative assessment are also documented in Furtak (n.d.); Fuchs, Fuchs, Hamlett, &amp; Stecker (1991); Fuchs, Fuchs, Karns, Hamlett, &amp; Kataroff (1999); Marzano (2009); Schunk &amp; Rice (1991); and Svedkauskaite (2005).</p> <p><i>References:</i></p> <p>Black, P., &amp; William, D. (1988). Assessment and Classroom Learning. <i>Assessment in Education</i>, 5(1), 7-74.</p> <p>Fuchs, L. S., Fuchs, D., Hamlett, C. L., &amp; Stecker, P. M. (1991). Effects of curriculum-based measurement and consultation on teacher planning and student achievement in mathematics operations. <i>American Educational Research Journal</i>,</p>

	<p>28(3), 617-641.</p> <p>Fuchs, L. S., Fuchs, D., Karns, K., Hamlett, C. L., &amp; Katzaroff, M. (1999). Mathematics performance assessments in the classroom: Effects on teacher planning and student problem solving. <i>American Educational Research Journal</i>, 36(3), 609-646.</p> <p>Furtak, E. M. (n.d.). <i>Formative assessment in K-8 science education: A conceptual review</i>. Washington, DC: National Research Council for Science Learning. Available from <a href="http://www7.nationalacademies.org/bose/Furtak_Commissioned_Paper.pdf">http://www7.nationalacademies.org/bose/Furtak_Commissioned_Paper.pdf</a></p> <p>Marzano, R. J. (2009). <i>Formative assessment and standards-based grading: Classroom strategies that work</i>. Bloomington, IN: Marzano Research Laboratory. Available from <a href="http://www.marzanoresearch.com/products/catalog.aspx?product=55">http://www.marzanoresearch.com/products/catalog.aspx?product=55</a></p> <p>Schunk, D. H., &amp; Rice, J. M. (1991). Learning goals and progress feedback during reading comprehension instruction. <i>Journal of Reading Behavior</i>, 23(3), 351-364.</p> <p>Svedkauskaite, A. (2005). <i>Critical issue: Multiple dimensions of assessment that support student progress in science and mathematics</i>. Naperville, IL: North Central Regional Educational Laboratory. Available from <a href="http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc700.htm">http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc700.htm</a></p>
7.2	<p><b>Teacher uses assessment data to improve student learning</b></p> <p><b>Aligns with <i>InTASC Standard #6: Assessment</i>. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher’s and learner’s decision making.</b></p> <p>The Institute of Education Sciences (IES) Practice Guide, <i>Using Student Achievement Data to Support Instructional Decision Making</i> (2009), cites several studies on the importance of making data part of an ongoing cycle of instructional improvement and offers recommendations on how teachers can use assessment data to improve student learning. According to Safer and Fleishman (2005), research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become aware of their own performance. A significant body of research conducted over the past 30 years has shown that student progress monitoring is a reliable and valid predictor of subsequent performance on a variety of outcome measures.</p> <p><i>References:</i></p> <p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &amp; Wayman, J. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from</p>

	<p><a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12</a></p> <p>Safer, N., &amp; Fleischman, S. (2005, February). Research Matters: How student progress monitoring improves instruction. <i>Educational Leadership</i>, 62(5), pp. 81-83. Available from <a href="http://www.studentprogress.org/library/ArticlesResearch/Edleadershiparticle.pdf">http://www.studentprogress.org/library/ArticlesResearch/Edleadershiparticle.pdf</a></p>
7.3	<p><b>Teacher involves students in self-assessment strategies</b></p> <p><b>Aligns with <i>InTASC Standard #6: Assessment</i>. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher’s and learner’s decision making.</b></p> <p>Lavery (2008) found that that use of student self-evaluation had a medium effect (<math>d = 0.62</math>) on student learning. Self-evaluation was defined as “setting standards and using them for self-judgment,” such as checking work before handing it in to the teacher. The Institute of Education Sciences (IES) Practice Guide, <i>Using Student Achievement Data to Support Instructional Decision Making</i> (2009), cites several studies on the importance of involving students in self-assessment. According to Black et al. (2003), students are best prepared to learn from their own achievement data when they understand the learning objectives and when they receive data in a user friendly format. Additional studies showing an association between involving students in self-assessment and student achievement include Declos &amp; Harrington (1991) and Schunk (1996).</p> <p><i>References:</i></p> <p>Black, P., Harrison, C., Lee, C., Marshall, B., &amp; William, D. (2003). <i>Assessment for learning: Putting it into practice</i>. Maidenhead, UK: Open University Press.</p> <p>Declos, V. R., &amp; Harrington, C. (1991). Effects of strategy monitoring and proactive instruction on children’s problem-solving performance. <i>Journal of Educational Psychology</i>, 83(1), 45-42.</p> <p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &amp; Wayman, J. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12</a></p> <p>Lavery, L. (2008). <i>Self-regulated learning for academic success: An evaluation of instructional techniques</i>. Unpublished Ph.D., The University of Auckland, Auckland.</p> <p>Shunk, D. H. (1996). Goal and self-evaluative influences during children’s cognitive skills learning. <i>American Educational Research Journal</i>, 33(2), 359-382.</p>

7.4	<b>Teacher uses data on student learning to plan future instruction</b>
	<b>Aligns with <i>InTASC Standard #6: Assessment</i>. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.</b>
	<p>The Institute of Education Sciences (IES) Practice Guide, <i>Using Student Achievement Data to Support Instructional Decision Making</i> (2009), cites several studies on the importance of making data part of an ongoing cycle of instructional improvement.</p> <p><i>Reference:</i>  Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &amp; Wayman, J. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12</a></p>

## Introduction to the Balanced Leadership Research

In 1998, the Mid-continent Research for Education and Learning (McREL), under the direction of Tim Waters, Bob Marzano and Brian McNulty, began synthesizing a growing body of research that included student characteristics and teacher and school practices associated with school effectiveness. A portion of this research meta-analysis looked at the effects of leadership practices and their impact on student achievement. After reviewing studies over a 30 year period, McREL identified 21 leadership responsibilities significantly associated with student achievement.

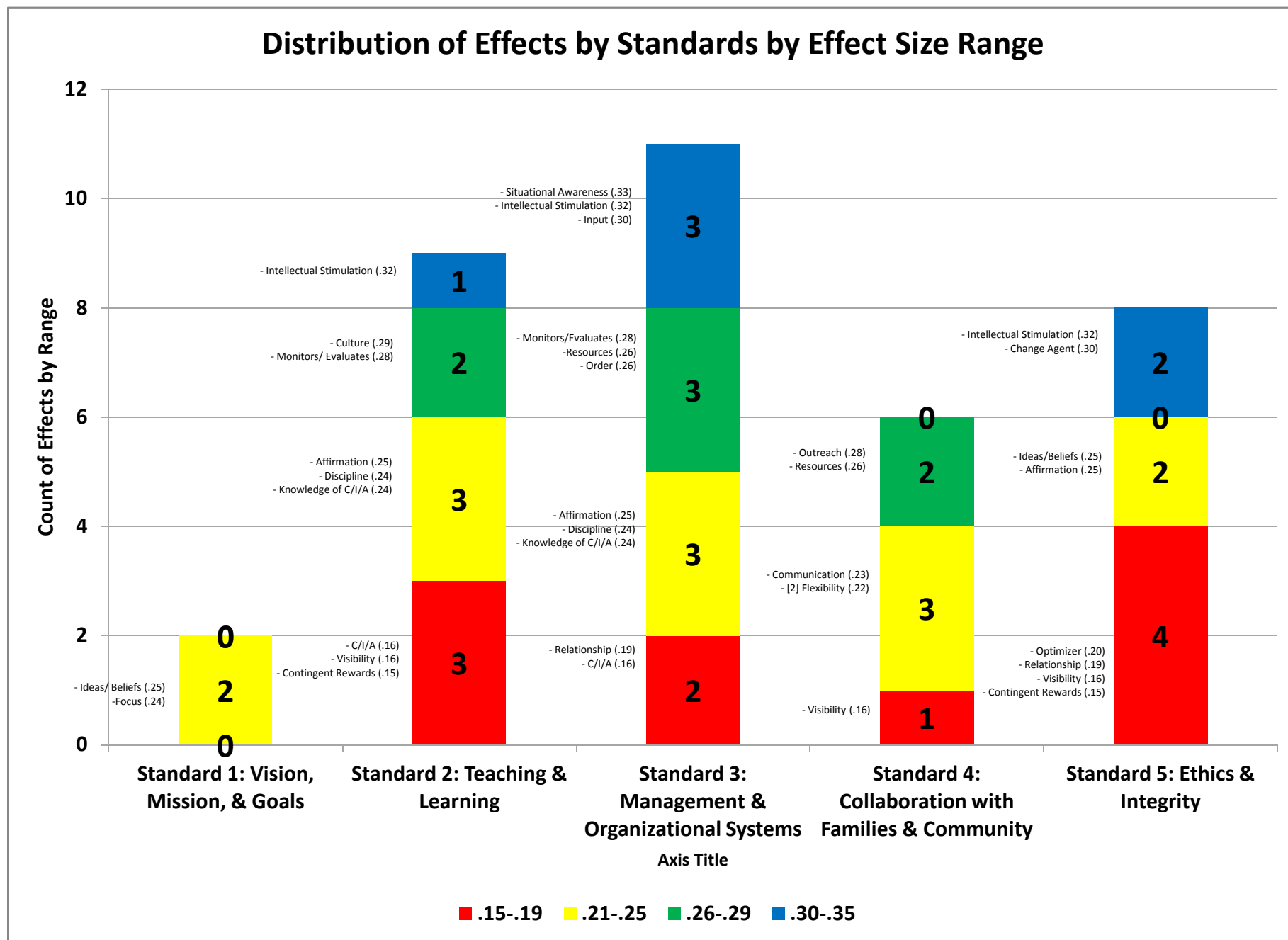
A crosswalk has been developed comparing the 21 leadership responsibilities with Missouri's Leader Standards and Quality Indicators. This might provide suggestion as to which of Missouri's Quality Indicators for the leader could potentially provide greater impact. In addition, a chart is provided to illustrate the comparison of potential effect size across all 13 quality indicators.

Waters, T., Marzano, J. & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. McREL.

## Balanced Leadership Responsibilities - Missouri Standards/Quality Indicators

Rank / Effect size		ST 1		ST 2			ST 3			ST 4			ST 5	ST 6	Totals
Leadership Responsibilities	Effect	1	2	1	2	3	1	2	3	1	2	3	1	1	
Situational Awareness	(.33)							x							1
Intellectual Stimulation	(.32)					x		x						x	3
Change Agent	(.30)												x		1
Input	(.30)							x							1
Culture	(.29)			x											1
Outreach	(.28)									x					1
Monitors/Evaluates	(.28)				x			x							2
Resources	(.26)								x			x			2
Order	(.26)						x								1
Ideas/Beliefs	(.25)	x											x		2
Affirmation	(.25)			x									x		2
Discipline	(.24)				x		x								2
Focus	(.24)		x												1
Knowledge of Curr, Instr, Assess	(.24)				x										1
Communication	(.23)							x			x				2
Flexibility	(.22)							x		x	x				3
Optimizer	(.20)												x		1
Relationship	(.19)							x					x		2
Curric, Instruc, and Assessment	(.16)				x		x								2
Visibility	(.16)				x						x		x		3
Contingent Rewards	(.15)				x								x		2
Totals		1	1	2	6	1	3	7	1	2	3	1	7	1	

Waters, T., Marzano, J. & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. McREL.



## Introduction to the research of John Hattie

John Hattie is a Professor of Education and Director of the Visible Learning Labs, University of Auckland, New Zealand. He has piloted more than 30 million dollars in research grants, has published over 350 articles, 300 conference papers, twelve books and supervised close to 200 thesis students. As creator of asTTle (Assessment Tools for Teaching and Learning) and Director of the Visible Learning Laboratories, Dr. Hattie is recognized and highly regarded worldwide for his research in education, including the field of assessment and evaluation. His book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses on Achievement* has attracted considerable attention across the professional educator world.

*Visible Learning* is the result of 15 years of research into the influences on achievement in school-aged students. Dr. Hattie's meta-analysis of more than 800 meta-analyses has been recognized as a singular landmark in educational research and the single largest assembly of research in the world, which lead to the development of the Visible Learning concept. Dr. Hattie's study aggregated, correlated and ranked those factors that most improved learning outcomes. Meta-analysis showed that feedback, followed by a student's prior cognitive ability and the trust built by teachers with their students, as the most important factors in effective learning.

A crosswalk is provided here linking Missouri's Teacher Standards and Quality Indicators to the influences articulated in the research of John Hattie. In addition, a quick reference document is provided which articulates rankings of aligned quality indicators. This might provide suggestion as to which of Missouri's Quality Indicators for the teacher could potentially provide greater impact on student achievement.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Hattie: Visible Learning		MO Teaching Standards & Quality Indicators																																					
Rank of Influences / Effect size			ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9			
			1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3	
# which rank 1 - 5	d = 0.88 – 1.44	Excellent				1		2	3	1	1	2			2	2									1		1	2	3	2	1	2	2	1		1			
# which rank 6 - 10	d = 0.73 – 0.80		3	2	1	2	1	1	2	3		3		2		1			1			1	1	1	1	1	2		1	1	1								
# which rank 11 - 14	d = 0.67 – 0.72			2				1	2	2	1	3	1		1									1	1			2	2									1	
# which rank 15 - 25	d = 0.60 – 0.66			1		1					1		1				2									1							1	1	1		1		
			14/32 43%					30/61 49%						10/15 67%			1/9 11%			1/13 7%			8/19 42%				21/35 60%					5/6 83%			3/5 60%				
# which rank 26 - 33	d = 0.57 – 0.59	Above Average	1	3		2		2	1	3		4	1	1		1	1		2	2	1		1			2			1										
# which rank 34 - 45	d = 0.51 – 0.56			1		1						1	2	3					2	1		2		2				2									2		
# which rank 46 - 56	d = 0.44 – 0.50		1	2		1		1	1	1		2		1		1	2		1			2			2			1	2	1	1	1	1		1				
# which rank 57 - 61	d = 0.41 – 0.43			1				1			1																												
			13/32 40%					24/61 39%						4/15 27%			5/9 55%			9/13 69%			5/19 26%				11/35 31%					1/6 16%			2/5 40%				
# which rank 62 - 88	d = 0.20 – 0.40	Average	1	2	1		1	1	2		1	2			1			2	1		2	1		1	1	2	2	1	1		1								
			5/32 15%					7/61 11%						1/15 6%			3/9 33%			3/13 23%			6/19 31%				3/35 8%					0/6 0%			0/5 0%				
Total Hattie Influences per Indicator			6	1 4	2	8	2	9	1 0	1 4	3	1 8	7	4	4	7	3	2	4	4	4	5	4	6	6	3	7	7	9	6	3	3	4	2	0	2	0	3	
Total Hattie Influences per Standard/%			32/195 16%					61/195 31%						15/195 7%			9/195 4%			13/195 6%			19/195 9%				35/195 17%					6/195 3%			5/195 2%				

Hattie: Visible Learning		MO Standards / Quality Indicators																																				
Title	Description	ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9			
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3	
Self-reported grades (d=1.44)	Students knowledgeable about their chance of success							x																			x	x										
Piagetian Programs (d=1.28)	Students knowing the ways in which they think and how it is constrained by their stages of development				x		x	x	x		x			x														x										
Providing Formative Evaluation (d=0.90)	Feedback on teacher performance; willingness to see negative evidence; feedback given to students on performance; students telling teachers how much/well they have learned							x	x			x			x								x				x	x	x	x	x	x	x					
Acceleration (d=0.88)	Very bright students (gifted) being accelerated through curricula													x	x																							
Micro Teaching (d=0.88)	Conducting mini-lessons and engaging in discussions about the lesson									x					x														x		x	x	x		x			
Comprehensive Interventions for LDS (d=0.77)	Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition	x	x	x	x	x		x	x		x		x		x																							
Teacher Clarity (d=0.75)	Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions	x							x		x		x								x						x				x							
Reciprocal Teaching (d=0.74)	Students summarize, question, clarify and predict; they take turns being the teacher	x			x													x					x	x				x										
Remediation Feedback (d=0.73)	Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)		x					x			x											x					x	x	x	x								

Hattie: Visible Learning		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3			
Teacher-Student relationships (d=0.72)	Facilitate student development by demonstrating that they care for the learning of each as a person						x	x		x	x	x									x		x												x		
Spaced vs. Mass practice (d=0.71)	Frequency of different learning opportunities; three to four exposures to learning over several days before learning occurs		x						x																												
Meta-cognitive strategies (d=0.69)	Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension		x						x		x																										
Students prior cognitive ability (d=0.67)	Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)						x	x			x			x							x				x	x											
Self-verbalization / self-questioning (d=0.64)	Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned		x		x				x		x										x																
Study Skills (d=0.59)	Develop task-related skills (note taking, summarizing); self-management learning skills (planning, monitoring, tactics, strategies); and non-cognitive features of learning like motivation/self-concept						x	x			x																										

Hattie: Visible Learning		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
<b>Direct Instruction</b> (d=0.59)	Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice	x	x		x				x		x				x				x	x						x											
<b>Mastery Learning</b> (d=0.58)	tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes		x		x				x		x															x			x								
<b>Concept Mapping</b> (d=0.57)	Develop graphical representations of conceptual structure of content; as it identifies the material to learn, it is a part of learning intent		x				x		x																												
<b>Home Factors</b> (d=0.57)	Includes issues such as social class, help with homework, extent to which the learner's education is thought to be important											x								x		x															
<b>Worked Examples</b> (d=0.57)	A form of demonstrating success to students; consists of a problem statement and appropriate steps to the solution and includes an introductory phase; training phase; and test phase	x							x		x		x																								
<b>Challenge of Goals</b> (d=0.56)	Students being given challenging yet achievable learning goals; teachers set challenging rather than "do your best:		x		x						x																										

Hattie: Visible Learning		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9				
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3		
Peer tutoring (d=0.55)	Students teaching each other (peer-explaining, peer-checking, peer-assessing); students move to being teachers of themselves											x							x										x										
Class environment (cohesion) (d=0.53)	Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains									x	x	x						x	x		x		x					x										x	
Peer effects (d=0.53)	Helping, tutoring, providing friendship, giving feedback, increasing the feeling as school is a place they want to come											x						x			x			x															
Classroom Management (d=0.52)	Situational-awareness or mindfulness resulting in a well-managed classroom which limits disruptions									x		x						x	x	x	x																	x	
Parent Involvement (d=0.51)	Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students’ academic achievement											x									x																		x
Student disposition to learn (d=0.48)	Student motivation; students feeling in control of their learning experience						x	x			x								x									x	x										
Questioning (d=0.46)	Most effective questions are high order “why, how and which is best” questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask		x		x											x																							

Hattie: Visible Learning		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
Instructional Quality (d=0.44)	Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.	x	x						x		x		x			x			x	x		x				x	x		x	x		x					
Advance organizers (d=0.41)	Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance and is referred back to often		x				x		x																												
Bilingual programs (d=0.37)	Two languages are used as a medium of instruction rather than immersion programs where students are instructed in one											x										x	x	x													
Computer-assisted instruction (d=0.37)	Effects for this are gradually rising as instruction becomes more interactive, engaging and better designed; use of computers are more effective when there is a diversity of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized								x									x							x												
Testing (d=0.34)	Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective		x				x	x			x		x													x	x		x								

Hattie: Visible Learning		ST 1					ST 2						ST 3			ST 4			ST 5			ST 6				ST 7						ST 8			ST 9		
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
<b>Simulations and games</b> (d=0.33)	Using a model or game to engage students in learning;								x								x		x				x														
<b>Homework</b> (d=0.29)	Positive effect is negatively related to duration; does not help with time management; problem-solving type of homework is less effective due to the need for feedback;	x	x	x		x																															
<b>Teacher In-Service Education</b> (d=0.11)	Staff development and staff training sessions; Most effective included observations on actual classroom methods, microteaching, video/audio feedback, and practice														x																						
<b>Instructional Quantity</b>	The time (hours) in which the student is actively taught								x						x					x																	
<b>Instructional media</b>	Using state of the art visuals; media								x								x		x				x														

## Introduction to the research of Robert J. Marzano

Robert J. Marzano, Ph.D., is cofounder and chief executive officer of Marzano Research Laboratory in Englewood, Colorado. A leading researcher in education, he is a speaker, trainer and author of more than 30 books and 150 articles on instruction, assessment, writing and implementing standards, cognition, effective leadership and school intervention. Marzano's practical translation of the most current education research and theory into classroom strategies are internationally known and widely practiced by teachers and administrators.

The Marzano classroom strategies are articulated in *The Art and Science of Teaching*. A crosswalk of these strategies and the Missouri Teaching Standards and Quality Indicators is provided to demonstrate which Marzano strategies support each particular Missouri Quality Indicators. A document which ranks Missouri's Quality Indicators by number of strategies they align with is also provided as a quick reference. Finally, the Growth Guide of each Quality Indicator is provided with the appropriate Marzano strategies and supporting evidence for that strategy. This might provide further clarification of Missouri's quality indicators for the teacher and suggest appropriate research-based strategies to support these indicators.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

[illegible]

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

## Alignment of Missouri Teaching Standards and Domain 2-4 AST Elements

Missouri Teaching Standard	Domain 2									Domain 3					Domain 4						Domain
	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	Elements	
Standard 1																					
QI 1	x	x	x	x	x																
QI 2																					
QI 3	x	x	x																		
QI 4																					
QI 5						x	x	x													
Standard 2																					
QI 1	x																				
QI 2	x																				
QI 3	x																				
QI 4						x	x	x													
QI 5																					
QI 6						x	x	x													
Standard 3																					
QI 1			x																		
QI 2	x	x	x			x	x	x													
QI 3																					
Standard 4																					
QI 1																					
QI 2				x																	
QI 3																					
Standard 5																					
QI 1														x	x						
QI 2														x							
QI 3														x	x				x		
Standard 6																					
QI 1																					
QI 2						x	x	x													
QI 3																					
QI 4				x	x																
Standard 7																					
QI 1																					
QI 2																					
QI 3																					
QI 4									x	x											
QI 5									x	x											
QI 6									x	x											
Standard 8																					
QI 1									x	x	x	x	x			x	x				
QI 2									x	x	x	x	x			x	x				
QI 3																	x			x	
Standard 9																					
QI 1																	x	x	x		
QI 2														x	x		x				
QI 3														x	x						

Marzano, R. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

## Missouri Quality Indicators Ranked by Marzano Strategies

Missouri Indicator	# of Marzano strategies	Missouri Quality Indicator Description
Standard 2.5	34	Prior experiences, learning styles, multiple intelligences, strengths and needs
Standard 1.2	24	Engaging students in subject matter
Standard 5.1	24	Classroom management, motivation, and engagement
Standard 1.1	23	Content knowledge and academic language
Standard 5.2	18	Managing time, space, transitions, and activities
Standard 6.4	18	Technology and media communication tools
Standard 2.1	17	Cognitive, social, emotional and physical development
Standard 2.4	16	Meeting the needs of every student
Standard 4.1	15	Instructional strategies leading to student engagement in problem-solving and critical thinking
Standard 3.2	12	Develop lessons for diverse learners
Standard 4.3	11	Cooperative learning
Standard 5.3	10	Classroom, School and Community Culture
Standard 6.3	10	Learner expression in speaking, writing and other media
Standard 2.6	8	Language, culture, family and knowledge of community values
Standard 3.3	8	Analyze instructional goals and differentiated instructional strategies
Standard 1.4	7	Interdisciplinary instruction
Standard 1.5	6	Diverse social and cultural perspectives
Standard 2.2	5	Student Goals
Standard 7.5	5	Communication of Student Progress and Maintaining Records
Standard 8.1	5	Self-Assessment and Improvement
Standard 8.2	5	Professional Learning
Standard 4.2	4	Appropriate use of instructional resources to enhance student learning
Standard 6.1	4	Verbal and nonverbal communication
Standard 7.4	4	Effect of instruction on individual/class learning
Standard 1.3	3	Disciplinary research and inquiry methodologies
Standard 2.3	3	Theory of Learning
Standard 7.1	3	Effective Use of Assessments
Standard 7.3	3	Student led Assessment Strategies
Standard 7.6	3	Collaborative Data Analysis Process
Standard 9.1	3	Roles, Responsibilities, and Collegial Activities
Standard 9.2	3	Collaborating with historical, cultural, political and social context to meet the needs of students
Standard 6.2	2	Sensitivity to culture, gender, intellectual and physical differences
Standard 7.2	2	Assessment Data to Improve Learning
Standard 8.3	2	Professional rights, responsibilities and ethical practices
Standard 9.3	2	Cooperative Partnerships in support of student learning
Standard 3.1	1	Implementation of curriculum standards

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

## Teacher Growth Guide 1.1 – Marzano Strategies

### **Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.**

**The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.**

#### **Quality Indicator 1: Content knowledge and academic language**

New			Developing		Proficient		Distinguished	
1N1) The new teacher...  Instruction reflects accuracy of content knowledge			1D1) The developing teacher also...  Instruction indicates an appreciation of the complexity and ever evolving nature of the content		1P1) The proficient teacher also...  Instructional focus is on the most important concepts of the content and includes new content as appropriate		1S1) The distinguished teacher also...  Continually seeks out new information and applies it to learning in their classroom	
Score = 0	1	2	3	4	5	6	7	
(MDQ) Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MDQ 1.1 The Teacher Provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal								
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric					Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention								
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement					Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information								
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members					Student Moves into groups in orderly fasion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages								
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity					Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students								
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally					Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information</b>	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
<b>MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught</b>	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
<b>MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways</b>	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
<b>MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process</b>	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
<b>MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information</b>	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
<b>MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge</b>	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
<b>MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons</b>	
Teacher Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Student Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content
<b>MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks</b>	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
<b>MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action</b>	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tries to increase their level of engagement when prompted
<b>MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement</b>	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
<b>MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions</b>	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
<b>MDQ 5.27 The teacher uses physical movement to maintain student engagement</b>	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Student Engage in physical activities designed by the teacher

Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn
<b>MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement</b>	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate)	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
<b>MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways</b>	
Teacher Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Student Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
<b>MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement</b>	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
<b>MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests</b>	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understand content better
<b>MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement</b>	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content

## Teacher Growth Guide 1.2 – Marzano Strategies

### **Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.**

#### **Quality Indicator 2: Student engagement in subject matter**

New			Developing		Proficient		Distinguished
1N2) The new teacher...  Identifies engagement strategies to use to maintain student interest			1D2) The developing teacher also...  Uses engagement strategies to increase students' levels of interest and activity		1P2) The proficient teacher also...  Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning		1S2) The distinguished teacher also...  Teacher strategies reflect a variety of student-led learning activities
Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
<b>MDQ 1.1 The Teacher Provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal</b>							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric					Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric		
<b>MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information</b>							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members					Student Moves into groups in orderly fasion and understands appropriate expectations and Visibly adjusts their level of engagement		
<b>MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages</b>							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity					Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn		
<b>MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students</b>							
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally					Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points		
<b>MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information</b>							
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment					Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions		
<b>MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process</b>							
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning					Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning		

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information</b>	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
<b>MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge</b>	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
<b>MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process</b>	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
<b>MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</b>	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
<b>MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them</b>	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
<b>MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses</b>	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
<b>MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses</b>	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
<b>MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks</b>	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
<b>MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action</b>	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tries to increase their level of engagement when prompted
<b>MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement</b>	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
<b>MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions</b>	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
<b>MDQ 5.27 The teacher uses physical movement to maintain student engagement</b>	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Student Engage in physical activities designed by the teacher

Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn
<b>MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement</b>	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate)	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
<b>MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways</b>	
Teacher Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Student Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
<b>MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement</b>	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
<b>MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests</b>	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understand content better
<b>MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement</b>	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content

## Teacher Growth Guide 1.3 – Marzano Strategies

### **Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.**

#### **Quality Indicator 3: Disciplinary research and inquiry methodologies**

New			Developing		Proficient		Distinguished
1N3) The new teacher...  Instruction indicates a basic level of understanding about research and inquiry methodologies			1D3) The developing teacher also...  Accepted methods of research in the content area are identifiable in observations of instructional practice		1P3) The proficient teacher also...  Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline		1S3) The distinguished teacher also...  Student- inquiry instructional approaches are prominent throughout instruction
Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses							
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses				Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses			
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses							
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing				Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed			
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks							
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students				Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance			

## Teacher Growth Guide 1.4– Marzano Strategies

### **Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.**

#### **Quality Indicator 4: Interdisciplinary instruction**

New			Developing		Proficient		Distinguished
1N4) The new teacher...  Connections between various disciplines are logical and add to overall learning			1D4) The developing teacher also...  Meaningful learning experiences are appropriate to particular content or concepts and contribute to student’s overall mastery		1P4) The proficient teacher also...  Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question		1S4) The distinguished teacher also...  Incorporates current interdisciplinary themes into collaborative classroom learning experiences
Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action							
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students				Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted			
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement							
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class				Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better			
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement							
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like “believe it or not” or guest speakers				Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content			
MDQ 7.33 The teacher uses behaviors associated with “with-it-ness” to maintain adherence to rules and procedures							
Teacher Physically occupies all quadrants of the room / proactively addresses inflammatory situations Scans the entire room; makes eye contact; deals with potential sources of disruption				Student Recognizes that the teacher is aware of their behavior Describes the teacher as aware of what is going on or has eyes in the back of their head			
MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly							
Teacher Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head) Uses verbal signals for inappropriate behavior (says stop; says rule is broken) Uses contingency consequences; involves home; direct cost consequences				Student Ceases inappropriate behavior when signaled to do so Accepts consequences as a part of the way the class is conducted Can describe the teacher as fair in the application of rules			
MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures							
Teacher Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you) Notifies home with compliment; uses reward or certificate of merit; token economies				Student Appears appreciative of the teacher’s acknowledgement Number of students adhering to rules increases			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

MDQ 8.38 The teacher behaves in an objective and controlled manner	
Teacher	Student
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally

## Teacher Growth Guide 1.5 – Marzano Strategies

### **Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.**

#### **Quality Indicator 5: Diverse social and cultural perspectives**

New			Developing		Proficient		Distinguished
1N5) The new teacher...  Demonstrates importance and appreciation of a variety of perspectives			1D5) The developing teacher also...  Instructional activities include global perspectives and/or critical examination of bias		1P5) The proficient teacher also  Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving		1S5) The distinguished teacher also...  Instructional strategies and learning activities include students addressing real-world problems
Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses							
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses				Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses			
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses							
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing				Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed			
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks							
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students				Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance			
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement							
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class				Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better			
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community							
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons				Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background			
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students							
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate				Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions			

## Teacher Growth Guide 2.1 – Marzano Strategies

### Standard 2: Student Learning, Growth and Development

**The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.**

#### **Quality Indicator 1: Cognitive, social, emotional and physical development**

New			Developing		Proficient		Distinguished
2N1) The new teacher...			2D1) The developing teacher also...		2P1) The proficient teacher also...		2S1) The distinguished teacher also...
Instructional decisions are based on an understanding of how students develop			Examples or research on models of growth and development are used as a resource to guide instructional decisions		Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities		Is able to act as a resource to other colleagues in using models of growth and development to guide instruction
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 1.2 The Teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric				Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement				Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students</b>	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
<b>MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information</b>	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
<b>MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught</b>	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
<b>MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways</b>	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
<b>MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process</b>	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
<b>MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information</b>	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
<b>MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge</b>	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
<b>MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</b>	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
<b>MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them</b>	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
<b>MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action</b>	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted
<b>MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community</b>	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

## Teacher Growth Guide 2.2 – Marzano Strategies

### **Standard 2: Student Learning, Growth and Development**

#### **Quality Indicator 2: Student goals**

New			Developing		Proficient		Distinguished
2N2) The new teacher...  Use of classroom routines and procedures highlight student responsibility			2D2) The developing teacher also  Classroom practices, routines and instruction emphasizes students setting goals		2P2) The proficient teacher also...  Classroom practices and routines emphasize student organization and setting short-and long-term goals		2S2) The distinguished teacher also...  Facilitates learning activities requiring collective productivity and cooperation of students
Score = 0	1	2	3	4	5	6	7
(MDQ) Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric				Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal							
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause				Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress			
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process							
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning				Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning			
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses							
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses				Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses			

## Teacher Growth Guide 2.3 – Marzano Strategies

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 3: Theory of learning

New			Developing		Proficient		Distinguished
2N3) The new teacher...			2D3) The developing teacher also...		2P3) The proficient teacher also...		2S3) The distinguished teacher also...
Alignment exists between instruction that is planned and instruction that is delivered			Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs		Consistently and effectively delivers instruction which focuses on producing learning gains for every student		Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom
Score = 0	1	2	3	4	5	6	7
Not Using	Beginning		Developing		Applying		Innovating
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution							
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures				Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior			
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning							
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed				Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards			
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement				Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students</b>	
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally	Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points
<b>MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information</b>	
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
<b>MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught</b>	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
<b>MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways</b>	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
<b>MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process</b>	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
<b>MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information</b>	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
<b>MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge</b>	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
<b>MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</b>	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
<b>MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them</b>	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence

## Teacher Growth Guide 2.4 – Marzano Strategies

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 4: Differentiated lesson design

New			Developing		Proficient		Distinguished
2N4) The new teacher...  Can articulate important characteristics and needs of students as they apply to learning			2D4) The developing teacher also...  Highlights unique attributes of individual students as a part of classroom instruction and learning		2P4) The proficient teacher also...  Engages in strategies that promote trust and positive rapport to enhance the learning of each student		2S4) The distinguished teacher also...  Classroom techniques and rapport highlight the unique skills and talents of every child
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution							
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures				Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior			
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning							
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed				Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards			
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement				Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students							
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally				Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points			
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information							

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions
<b>MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught</b>	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
<b>MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways</b>	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
<b>MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process</b>	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
<b>MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information</b>	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
<b>MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge</b>	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
<b>MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</b>	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
<b>MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them</b>	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
<b>MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action</b>	
Teacher Notifies when specific students or groups are not engaged Notifies when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tries to increase their level of engagement when prompted
<b>MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community</b>	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background
<b>MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students</b>	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions
<b>MDQ 8.38 The teacher behaves in an objective and controlled manner</b>	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally
<b>MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students</b>	

Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
<b>MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students</b>	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
<b>MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students</b>	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully

## Teacher Growth Guide 2.5 – Marzano Strategies

### **Standard 2: Student Learning, Growth and Development**

#### **Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs**

New			Developing		Proficient		Distinguished
2N5) The new teacher...  Uses various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs			2D5) The developing teacher also...  Learning activities highlight and build off students individual characteristics traits and prior experiences		2P5) The proficient teacher also...  Assessment data is maintained to confirm that students are moving forward		2S5) The distinguished teacher also...  Learning activities involve every student in the advancement of his/her own learning
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement				Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students							
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally				Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points			
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information							
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment				Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught</b>	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
<b>MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways</b>	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
<b>MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process</b>	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
<b>MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information</b>	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
<b>MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge</b>	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
<b>MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process</b>	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
<b>MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</b>	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
<b>MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them</b>	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
<b>MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons</b>	
Teacher Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Student Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content
<b>MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses</b>	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
<b>MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses</b>	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed

<b>MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks</b>	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance
<b>MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action</b>	
Teacher Notifies when specific students or groups are not engaged Notifies when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tries to increase their level of engagement when prompted
<b>MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement</b>	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
<b>MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions</b>	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
<b>MDQ 5.27 The teacher uses physical movement to maintain student engagement</b>	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Student Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
<b>MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement</b>	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate)	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
<b>MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement</b>	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
<b>MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests</b>	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understand content better
<b>MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement</b>	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content
<b>MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community</b>	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background
<b>MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students</b>	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions
<b>MDQ 8.38 The teacher behaves in an objective and controlled manner</b>	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally

<b>MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students</b>	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
<b>MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students</b>	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
<b>MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students</b>	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully

## Teacher Growth Guide 2.6 – Marzano Strategies

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 6: Language, culture, family and knowledge of community values

New			Developing		Proficient		Distinguished	
2N6) The new teacher...  Collects and reviews demographic and biographical data of students			2D6) The developing teacher also...  Demonstrates modifications in instruction in response to students' individual experience, talents, prior learning, language, culture, family and community values		2P6) The proficient teacher also...  Models respect through action and words and establishes classroom routines and procedures which highlight mutual respect for others		2S6) The distinguished teacher also...  Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution								
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures					Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior			
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning								
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed					Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards			
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement								
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class					Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better			
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community								
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons					Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background			
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students								
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate					Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students</b>	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
<b>MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students</b>	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
<b>MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students</b>	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully

## Teacher Growth Guide 3.1 – Marzano Strategies

### Standard 3: Curriculum Implementation

**The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.**

#### **Quality Indicator 1: Implementation of curriculum standards**

New			Developing		Proficient		Distinguished
3N1) The new teacher...  Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities			3D1) The developing teacher also...  Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments		3P1) The proficient teacher also...  Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction		3S1) The distinguished teacher also...  Participates in formal and informal collegial support activities including curriculum and review committees
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement				Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			

## Teacher Growth Guide 3.2 – Marzano Strategies

### Standard 3: Curriculum Implementation

#### Quality Indicator 2: Lessons for diverse learners

New			Developing		Proficient		Distinguished
3N2) The new teacher...			3D2) The developing teacher also...		3P2) The proficient teacher also...		3S2) The distinguished teacher also...
Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance			Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance		Evaluates and reflects on the effectiveness of instructional strategies		Effectiveness based on assessment data is shared with others through formal and informal collegial interaction and support
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric				Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal							
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause				Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress			
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students							
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally				Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points			
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information							
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment				Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions			
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught							
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences				Student Volunteers answers to inferential questions Provides explanations and proofs for inferences			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways</b>	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
<b>MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process</b>	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
<b>MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses</b>	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
<b>MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses</b>	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
<b>MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community</b>	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

## Teacher Growth Guide 3.3 – Marzano Strategies

### Standard 3: Curriculum Implementation

#### Quality Indicator 3: Instructional goals and differentiated instructional strategies

New			Developing		Proficient		Distinguished
3N3) The new teacher...  Instruction delivered demonstrates differentiation strategies			3D3) The developing teacher also...  Differentiated instructional strategies meet student needs and enhance learning		3P3) The proficient teacher also...  Demonstrates adjustments as a part of delivering effective instruction		3S3) The distinguished teacher also...  Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement				Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences							
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding				Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better			
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency							
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can				Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence			
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses							
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses				Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses			
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses							
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing				Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions	
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community	
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

## Teacher Growth Guide 4.1 – Marzano Strategies

### Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

#### Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

New			Developing		Proficient		Distinguished
4N1) The new teacher...  Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking			4D1) The developing teacher also...  Assesses student growth to determine student use of critical thinking and problem solving skills		4P1) The proficient teacher also...  Effective demonstrates a range of instructional techniques that require students to think critically and problem-solve		4S1) The distinguished teacher also...  Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning
Score = 0	1	2	3	4	5	6	7
Not Using	Beginning		Developing		Applying		Innovating
Strategy is called for but not exhibited	Strategy is done incorrectly or with parts missing		Strategy is done correctly		Strategy is done correctly and its impact/effectiveness monitored		Adapts/creates new strategies for unique student needs/situations
<b>MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal</b>							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
<b>MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information</b>							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
<b>MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages</b>							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			
<b>MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students</b>							
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally				Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points			
<b>MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information</b>							
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment				Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught</b>	
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences	Student Volunteers answers to inferential questions Provides explanations and proofs for inferences
<b>MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways</b>	
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson
<b>MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information</b>	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
<b>MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge</b>	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
<b>MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process</b>	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
<b>MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</b>	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
<b>MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses</b>	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
<b>MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses</b>	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
<b>MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks</b>	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance

## Teacher Growth Guide 4.2 – Marzano Strategies

### Standard 4: Critical Thinking

#### Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

New			Developing		Proficient		Distinguished
4N2) The new teacher...  Delivered instruction includes resources and technologies to enhance the teaching and learning process			4D2) The developing teacher also...  Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance		4P2) The proficient teacher also...  Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills		4S2) The distinguished teacher also...  Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement				Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			
MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks							
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students				Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance			
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement							
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games				Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content			

## Teacher Growth Guide 4.3 – Marzano Strategies

### Standard 4: Critical Thinking

#### Quality Indicator 3: Cooperative, small group and independent learning

New			Developing		Proficient		Distinguished
4N3) The new teacher...  Effectively manages students and learning activities in both individual and collaborative situations			4D3) The developing teacher also...  Classroom structures include independent, cooperative and whole class as appropriate to content		4P3) The proficient teacher also...  Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies		4S3) The distinguished teacher also...  Is able to presents on or act as a resource on the use of independent, collaborative and whole class learning situations
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information							
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment				Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions			
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process							
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning				Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning			
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge							
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process				Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers			
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process							
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently				Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose			
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency							
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can				Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence			

<b>MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses</b>	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
<b>MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action</b>	
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students	Student Appears aware that the teacher is taking note of their engagement level Tries to increase their level of engagement when prompted
<b>MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement</b>	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
<b>MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement</b>	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
<b>MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests</b>	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understand content better

## Teacher Growth Guide 5.1 – Marzano Strategies

### **Standard 5: Positive Classroom Environment**

**The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.**

#### **Quality Indicator 1: Classroom management, motivation, and engagement**

New			Developing		Proficient		Distinguished
5N1) The new teacher...  Can articulate the relationship between motivation and engagement and uses strategies at a basic level to maintain student interest and promote learning			5D1) The developing teacher also...  Demonstrates the effective and appropriate use of motivation and engagement strategies to keep students engaged in productive learning		5P1) The proficient teacher also...  Demonstrates understanding by appropriately using a range of motivation and engagement strategies consistent with the learning objective and results in continuous student learning		5S1) The distinguished teacher also...  Self-reflects, evaluates and engages in new learning on the effectiveness of motivation and engagement strategies and applies it to enhance instruction
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric				Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal							
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause				Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress			
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution							
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures				Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior			
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning							
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed				Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards			
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action							
Teacher Notices when specific students or groups are not engaged Notices when energy levels in the room is low; takes action to re-engage students				Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement</b>	
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games	Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content
<b>MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions</b>	
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining	Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher
<b>MDQ 5.27 The teacher uses physical movement to maintain student engagement</b>	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Student Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
<b>MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement</b>	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate)	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
<b>MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways</b>	
Teacher Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Student Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
<b>MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement</b>	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
<b>MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests</b>	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
<b>MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement</b>	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content
<b>MDQ 7.33 The teacher uses behaviors associated with "with-it-ness" to maintain adherence to rules and procedures</b>	
Teacher Physically occupies all quadrants of the room / proactively addresses inflammatory situations Scans the entire room; makes eye contact; deals with potential sources of disruption	Student Recognizes that the teacher is aware of their behavior Describes the teacher as aware of what is going on or has eyes in the back of their head
<b>MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly</b>	
Teacher Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head) Uses verbal signals for inappropriate behavior (says stop; says rule is broken) Uses contingency consequences; involves home; direct cost consequences	Student Ceases inappropriate behavior when signaled to do so Accepts consequences as a part of the way the class is conducted Can describe the teacher as fair in the application of rules
<b>MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures</b>	
Teacher Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you) Notifies home with compliment; uses reward or certificate of merit; token economies	Student Appears appreciative of the teacher's acknowledgement Number of students adhering to rules increases
<b>MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community</b>	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

<b>MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students</b>	
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate	Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions
<b>MDQ 8.38 The teacher behaves in an objective and controlled manner</b>	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally
<b>MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students</b>	
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students	Student Says teacher cares for all students Treats other students with respect
<b>MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students</b>	
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate	Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student
<b>MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students</b>	
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly	Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully
<b>MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning</b>	
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conversations of other teachers have been extinguished
<b>MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships</b>	
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities Demonstrates awareness and sensitivity to social, cultural and language backgrounds	Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information

## Teacher Growth Guide 5.2 – Marzano Strategies

### Standard 5: Positive Classroom Environment

#### Quality Indicator 2: Management of time, space, transitions, and activities

New			Developing		Proficient		Distinguished
5N2) The new teacher...			5D2) The developing teacher also...		5P2) The proficient teacher also...		5S2) The distinguished teacher also...
Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction			Maintains student engagement by effectively managing time, space, transitions and activities		Engagement data indicates a strong impact from the management of time, space, transitions and activities		Maintains continuous student engagement and high levels of student productivity through student input on time, space, transitions and activities
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution							
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures				Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior			
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning							
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed				Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards			
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action							
Teacher Notifies when specific students or groups are not engaged Notifies when energy levels in the room is low; takes action to re-engage students				Student Appears aware that the teacher is taking note of their engagement level Tires to increase their level of engagement when prompted			
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement							
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games				Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content			
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions							
Teacher Uses wait time, response cards, and raised hands to respond to questions Uses choral response, technology to track responses and response chaining				Student Or entire class responds to questions posed by the teacher Can describe their thinking about specific questions posed by the teacher			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 5.27 The teacher uses physical movement to maintain student engagement</b>	
Teacher Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling Has students move to a part of the room that represents their answer	Student Engage in physical activities designed by the teacher Can explain how physical movement keeps their interest and helps them learn
<b>MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement</b>	
Teacher Employs crisp transitions from one activity to another Alters pace appropriately (i.e. speeds up or slows down as appropriate)	Student Quickly adapts to transitions and re-engages when a new activity is begun Students describe the pace as not too slow and not too fast
<b>MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways</b>	
Teacher Describes personal experiences that relate to content Signals excitement for content through physical gestures, voice tone, dramatization Overtly adjusts energy level	Student Says teacher likes the content and likes teaching it Attention level increases when the teacher demonstrates enthusiasm and intensity
<b>MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement</b>	
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class	Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better
<b>MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests</b>	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understands content better
<b>MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement</b>	
Teacher Provides interesting facts and details about the content Encourages students to identify interesting information about the content Uses activities like "believe it or not" or guest speakers	Student Attention increases when unusual information is provided about the content Explains how unusual information makes them more interested in content
<b>MDQ 7.33 The teacher uses behaviors associated with "with-it-ness" to maintain adherence to rules and procedures</b>	
Teacher Physically occupies all quadrants of the room / proactively addresses inflammatory situations Scans the entire room; makes eye contact; deals with potential sources of disruption	Student Recognizes that the teacher is aware of their behavior Describes the teacher as aware of what is going on or has eyes in the back of their head
<b>MDQ 7.34 The teacher applies consequences for not following rules and procedures consistently and fairly</b>	
Teacher Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake head) Uses verbal signals for inappropriate behavior (says stop; says rule is broken) Uses contingency consequences; involves home; direct cost consequences	Student Ceases inappropriate behavior when signaled to do so Accepts consequences as a part of the way the class is conducted Can describe the teacher as fair in the application of rules
<b>MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures</b>	
Teacher Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you) Notifies home with compliment; uses reward or certificate of merit; token economies	Student Appears appreciative of the teacher's acknowledgement Number of students adhering to rules increases
<b>MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community</b>	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background
<b>MDQ 8.38 The teacher behaves in an objective and controlled manner</b>	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally

MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning	
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished

## Teacher Growth Guide 5.3 – Marzano Strategies

### Standard 5: Positive Classroom Environment

#### Quality Indicator 3: Classroom, school and community culture

New			Developing		Proficient		Distinguished
5N3) The new teacher  Engages in practices to learn the culture of the school and community			5D3) The developing teacher also...  Positively affects student relationships and learning by using strategies that promote a positive classroom culture		5P3) The proficient teacher also...  Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students		5S3) The distinguished teacher also...  Engages students in participating in forming the classroom environment based on the culture of the school and community
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal							
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause				Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress			
MDQ 6.4 The teacher reviews expectations regarding rules and procedures to ensure their effective execution							
Teacher Involves students in class routines and reminds them of rules and procedures Uses class meeting to review rules and procedures; provides cues/signals when to use them Asks students to restate or explain rules and procedures				Student Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior			
MDQ 6.5 The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning							
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed				Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards			
MDQ 5.25 The teacher uses academic games and inconsequential competition to maintain student engagement							
Teacher Uses structured games (Jeopardy; family feud) and impromptu games to increase engagement Uses friendly competition along with classroom games				Student Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content			
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement							
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class				Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests</b>	
Teacher Is aware of student interests and makes connections between these and content Structures activities that ask students to make connections between content and interests Appears encouraging and interested in connections between content and interests	Student Engages in activities that require them to make connections between interests and content Explains how making connections helps them understand content better
<b>MDQ 8.38 The teacher behaves in an objective and controlled manner</b>	
Teacher Does not exhibit extremes in positive or negative emotions; is calm and controlled Does not demonstrate personal offense at misbehavior or inflammatory issues	Student Is settled by the teacher's calm behavior Describes the teacher as in control of self and class; does not hold grudges or take personally
<b>MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning</b>	
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conversations of other teachers have been extinguished
<b>MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships</b>	
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities Demonstrates awareness and sensitivity to social, cultural and language backgrounds	Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information
<b>MD4.60 The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability</b>	
Teacher Participates in school activities and events as appropriate to support students & families Serves on school/district committees and participates in PD opportunities Works to achieve school and district improvement goals	Teacher

## Teacher Growth Guide 6.1 – Marzano Strategies

### Standard 6: Effective Communication

**The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.**

#### **Quality Indicator 1: Verbal and nonverbal communication**

New			Developing		Proficient		Distinguished	
6N1) The new teacher...  Demonstrates a basic level of effective verbal and non-verbal communication			6D1) The developing teacher also...  Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.		6P1) The proficient teacher also...  Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc.		6S1) The distinguished teacher also...  Contributes to the overall effective and correct communication coming from the school to the larger community	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students								
Teacher Compliments on academic/personal accomplishments; uses informal conversations Uses humor, smiles, nods, puts hands on shoulders when appropriate					Student Describes teacher as someone who cares about them Responds to verbal and nonverbal interactions			
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students								
Teacher Provides low expectancy with nonverbal indications they are respected and valued Makes eye contact, smiles, appropriate physical contact, playful dialogue Does not allow negative comments about low expectancy students Knows which students are the low expectancy students					Student Says teacher cares for all students Treats other students with respect			
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students								
Teacher Makes sure low expectancy students are asked questions at the same rate Makes sure low expectancy students are asked complex questions at the same rate					Student Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student			
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students								
Teacher Asks for further explanation; allows them to collect their thoughts and goes back to them Rephrases questions when low expectancy students provide an incorrect answer Breaks a question into smaller and simpler parts when questions are answered incorrectly					Student Say teacher won't let you off the hook and won't give up on you Says teacher helps them answer questions successfully			

## Teacher Growth Guide 6.2 – Marzano Strategies

### **Standard 6: Effective Communication**

#### **Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences**

New			Developing		Proficient		Distinguished
6N2) The new teacher...  Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs			6D2) The developing teacher also...  Demonstrates and promotes empathy and sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications		6P2) The proficient teacher also...  Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond		6S2) The distinguished teacher also...  Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement							
Teacher Structures mini-debates about the content Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class				Student Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better			
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community							
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons				Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background			

## Teacher Growth Guide 6.3 – Marzano Strategies

### Standard 6: Effective Communication

#### Quality Indicator 3: Learner expression in speaking, writing and other media

New			Developing		Proficient		Distinguished	
6N3) The new teacher...  Classroom activities include learner expression in speaking, writing, listening and the use of other media			6D3) The developing teacher also...  Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media		6P3) The proficient teacher also...  Uses activities to engage students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media adhering to the zero tolerance model		6S3) The distinguished teacher also...  Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal								
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric					Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information								
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment					Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions			
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught								
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences					Student Volunteers answers to inferential questions Provides explanations and proofs for inferences			
MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways								
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics					Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson			
MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process								
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning					Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning			

<b>MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</b>	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
<b>MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them</b>	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
<b>MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons</b>	
Teacher Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Student Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content
<b>MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses</b>	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
<b>MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community</b>	
Teacher Has side discussions with students about events in their lives or topics of interest Builds student interests into lessons	Student Describes teacher as someone who knows them & is interested in them; accepts them Responds that teacher demonstrates understanding of their interests and background

## Teacher Growth Guide 6.4 – Marzano Strategies

### Standard 6: Effective Communication

#### Quality Indicator 4: Technology and media communication tools

New			Developing		Proficient		Distinguished
6N4) The new teacher...  Regularly uses technology and media communication tools to enhance the learning process			6D4) The developing teacher also...  Delivers instruction and models the use of technology and media communication tools to enhance learning		6P4) The proficient teacher also...  Uses strategies that engage students in effectively using technology and media communication tools		6S4) The distinguished teacher also...  Is able to act as resource or assist colleagues and students in their use of technology and media communication tools
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (critical or non-critical) information to which students should pay particular attention							
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement				Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement			
MDQ 2.7 The teacher organizes students into small groups to facilitate the processing of new information							
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.8 The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages							
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			
MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students							
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally				Student Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points			
MDQ 2.10 During breaks in the presentation of content, the teacher engages students in summarizing, prediction and questioning to process new information							
Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment				Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making predictions			
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught							
Teacher Asks explicit questions requiring students to make elaborate inferences about content Asks students to explain or defend their inferences Presents situations or problems that require inferences				Student Volunteers answers to inferential questions Provides explanations and proofs for inferences			
MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways							
Teacher Asks students to summarize the information or generate notes identifying critical information Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics				Student Summaries, notes and nonlinguistic representations include critical content Can explain main points of the lesson			

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process</b>	
Teacher Asks students to state or record what they are clear about or what they are confused about Asks students to describe how hard they tried and how they could've enhanced their learning	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning
<b>MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information</b>	
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test	Student Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content
<b>MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge</b>	
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers
<b>MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process</b>	
Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	Student Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
<b>MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences</b>	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
<b>MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them</b>	
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
<b>MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency</b>	
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
<b>MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons</b>	
Teacher Engages whole class in examination of how the current lesson changed perceptions about the previous content and has students explain how their understanding has changed	Student Makes corrections to information previously recorded about content Explains previous error or misconceptions they had about content
<b>MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses</b>	
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
<b>MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses</b>	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing	Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed
<b>MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks</b>	
Teacher Circulates the room and provides easy access to himself/herself Volunteers resources and guidance as needed by entire class, groups, or individual students	Student Seeks out the teacher for advice and guidance Can explain how the teacher provides assistance and guidance

## Teacher Growth Guide 7.1 – Marzano Strategies

### **Standard 7: Student Assessment and Data Analysis**

**The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.**

#### **Quality Indicator 1: Effective use of assessments**

New			Developing		Proficient		Distinguished
7N1) The new teacher...  Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications			7D1) The developing teacher also...  Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction		7P1) The proficient teacher also...  Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole		7S1) The distinguished teacher also...  Engages in continuous monitoring of student growth and development that accurately identifies growth in student learning
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric				Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal							
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause				Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress			

## Teacher Growth Guide 7.2 – Marzano Strategies

### **Standard 7: Student Assessment and Data Analysis**

#### **Quality Indicator 2: Assessment data to improve learning**

New			Developing		Proficient		Distinguished
7N2) The new teacher...  Collects data information and assessment results for instructional planning and decision-making			7D2) The developing teacher also...  Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions		7P2) The proficient teacher also...  Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students		7S2) The distinguished teacher also...  Engages students in assisting with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric				Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			

## Teacher Growth Guide 7.3 – Marzano Strategies

### **Standard 7: Student Assessment and Data Analysis**

#### **Quality Indicator 3: Student-led assessment strategies**

New			Developing		Proficient		Distinguished
7N3) The new teacher...  Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills			7D3) The developing teacher also...  Demonstrates use of a variety of assessment strategies and providing timely, descriptive feedback		7P3) The proficient teacher also...  Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals		7S3) The distinguished teacher also...  Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric				Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal							
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause				Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress			

## Teacher Growth Guide 7.4 – Marzano Strategies

### **Standard 7: Student Assessment and Data Analysis**

#### **Quality Indicator 4: Effect of instruction on individual/class learning**

New			Developing		Proficient		Distinguished
7N4) The new teacher...  Collects information through observation of classroom interactions, higher order questioning, and analysis of student work			7D4) The developing teacher also...  Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary		7P4) The proficient teacher also...  Modifies instruction based on observation data and monitors to confirm impact		7S4) The distinguished teacher also...  Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment							
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric				Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty							
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals							
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies							
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty							

## Teacher Growth Guide 7.5 – Marzano Strategies

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 5: Communication of student progress and maintaining records

\_\_\_\_\_ **New Teacher**

\_\_\_\_\_ **Developing Teacher**

\_\_\_\_\_ **Proficient Teacher**

\_\_\_\_\_ **Distinguished Teacher**

7N5) The new teacher...			7D5) The developing teacher also...		7P5) The proficient teacher also...		7S5) The distinguished teacher also...	
Maintains confidential records of student work and performance to use when communicating student status and progress			Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills		Collects and uses feedback from multiple sources to determine a student’s status and progress and uses this to assist students in monitoring their own growth		Can present or act as a resource on maintaining records and the accurate use of date when communicating student	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal								
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric					Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment								
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric					Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal								
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause					Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress			
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty								
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons					Explains the alignment of the assessment tasks and the learning goals			
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies								
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty								

## Teacher Growth Guide 7.6 – Marzano Strategies

### **Standard 7: Student Assessment and Data Analysis**

#### **Quality Indicator 6: Collaborative data analysis**

\_\_\_\_\_ **New Teacher**

\_\_\_\_\_ **Developing Teacher**

\_\_\_\_\_ **Proficient Teacher**

\_\_\_\_\_ **Distinguished Teacher**

7N6) The new teacher...			7D6) The developing teacher also...		7P6) The proficient teacher also...		7S6) The distinguished teacher also...	
Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis			Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice		Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice		Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment								
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric					Student Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal			
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty								
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals								
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies								
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty								

## Teacher Growth Guide 8.1 – Marzano Strategies

### Standard 8: Professionalism

**The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.**

#### **Quality Indicator 1: Self-assessment and improvement**

_____ <b>New Teacher</b>			_____ <b>Developing Teacher</b>		_____ <b>Proficient Teacher</b>		_____ <b>Distinguished Teacher</b>
8N1) The new teacher...  Engages in self-assessment and problem solving on improving their overall impact on student learning			8D1) The developing teacher also...  Observations and conferences indicate attention to reflective practice and professional improvement		8P1) The proficient teacher also...  Uses reflections to direct future instruction and monitors the progress and evaluates results		8S1) The distinguished teacher also...  Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Not Using</b> Strategy is called for but not exhibited	<b>Beginning</b> Strategy is done incorrectly or with parts missing		<b>Developing</b> Strategy is done correctly		<b>Applying</b> Strategy is done correctly and its impact/effectiveness monitored		<b>Innovating</b> Adapts/creates new strategies for unique student needs/situations
<b>MD3.50 The teacher identifies specific strategies and behaviors on which to improve from Domain 1</b>							
Teacher Identifies specific areas of strength and weakness within domain 1 Specifically identifies focus areas for improvement							
<b>MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement &amp; identifies causes of success or difficulty</b>							
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals							
<b>MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies</b>							
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Provides a written analysis on specific causes of success or difficulty							
<b>MD3.53 The teacher develops a written growth and development plan with specific and measureable goals, action steps, manageable timelines &amp; appropriate resources</b>							
Teacher Constructs a growth plan outlining measureable goals, action steps, timelines and resources					Describes the growth plan and can articulate progress		

Marzano, Robert. J. (2007). The Art and Science of Teaching. Virginia: The Association for Supervision and Curriculum Development (ASCD).

<b>MD3.54 The teacher monitors and charts progress toward goals using established action plans, key milestones and timelines</b>	
Teacher Outlines a method for charting progress toward established goals supported by evidence Can describe progress toward meeting the goals outlined in the plan supported by evidence	
<b>MD4.57 The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors</b>	
Teacher Keeps track of specific situations during which he/she sought mentorship Actively seeks help and input in PLC meetings	Teacher Actively seeks help and input from appropriate school personnel to address issues that impact instruction
<b>MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors</b>	
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning	Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues

## Teacher Growth Guide 8.2 – Marzano Strategies

### Standard 8: Professionalism

#### Quality Indicator 2: Professional learning

\_\_\_\_\_ **New Teacher**

\_\_\_\_\_ **Developing Teacher**

\_\_\_\_\_ **Proficient Teacher**

\_\_\_\_\_ **Distinguished Teacher**

8N2) The new teacher...			8D2) The developing teacher also...		8P2) The proficient teacher also...		8S2) The distinguished teacher also...	
Uses mentor as a source of information and becomes aware of available professional learning resources			Practices in the classroom are impacted by new learning outside the classroom		Uses new learning to impact instruction and assessment with students and shares outcome with colleagues		Works on a review team or participates in the professional development committee to impact overall learning in the building	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MD3.50 The teacher identifies specific strategies and behaviors on which to improve from Domain 1								
Teacher Identifies specific areas of strength and weakness within domain 1 Specifically identifies focus areas for improvement								
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty								
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons Explains the alignment of the assessment tasks and the learning goals								
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies								
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students					Provides a written analysis on specific causes of success or difficulty			
MD3.53 The teacher develops a written growth and development plan with specific and measureable goals, action steps, manageable timelines & appropriate resources								
Teacher Constructs a growth plan outlining measureable goals, action steps, timelines and resources Describes the growth plan and can articulate progress								
MD3.54 The teacher monitors and charts progress toward goals using established action plans, key milestones and timelines								
Teacher Outlines a method for charting progress toward established goals supported by evidence					Can describe progress toward meeting the goals outlined in the plan supported by evidence			

## Teacher Growth Guide 8.3 – Marzano Strategies

### **Standard 8: Professionalism**

#### **Quality Indicator 3: Professional rights, responsibilities and ethical practices**

\_\_\_\_\_ **New Teacher**

\_\_\_\_\_ **Developing Teacher**

\_\_\_\_\_ **Proficient Teacher**

\_\_\_\_\_ **Distinguished Teacher**

8N3) The new teacher...			8D3) The developing teacher also...		8P3) The proficient teacher also...		8S3) The distinguished teacher also...	
Appropriately responds to questions regarding current school procedures and district policies			Manages behavior, maintains records, etc in accordance with district policies and school procedures and modifies policies and behaviors as necessary		Is appropriately knowledgeable on policies and procedures to serve as a resource, peer observer and/or mentor to ensure alignment and compliance of colleagues practice to policies and procedures		Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors								
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning					Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues			
MD4.60 The teacher is aware of the district’s and school’s initiatives and participates in them in accordance with his or her talents and availability								
Teacher Participates in school activities and events as appropriate to support students & families Serves on school/district committees and participates in PD opportunities Works to achieve school and district improvement goals					Teacher			

## Teacher Growth Guide 9.1 – Marzano Strategies

### Standard 9: Professional Collaboration

**The teacher has effective working relationships with students, parents, school colleagues, and community members.**

#### **Quality Indicator 1: Induction and collegial activities**

_____ New Teacher			_____ Developing Teacher		_____ Proficient Teacher		_____ Distinguished Teacher	
9N1) The new teacher...			9D1) The developing teacher also...		9P1) The proficient teacher also...		9S1) The distinguished teacher also...	
Meets regularly with a mentor to discuss all induction and socialization issues			Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff		Is willing to be trained as a mentor on the state’s mentor standards and to assist other new staff in their induction and socialization		Is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors								
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning					Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues			
MD4.59 The teacher is aware of the district’s and school’s rules and procedures and adheres to them								
Teacher Performs assigned duties and follows policies, regulations, and procedures Maintains accurate records and fulfills responsibilities in a timely manner					Teacher Understands legal issues related to students and families and demonstrates personal integrity			
MD4.60 The teacher is aware of the district’s and school’s initiatives and participates in them in accordance with his or her talents and availability								
Teacher Participates in school activities and events as appropriate to support students & families Serves on school/district committees and participates in PD opportunities Works to achieve school and district improvement goals					Teacher			

## Teacher Growth Guide 9.2 – Marzano Strategies

### **Standard 9: Professional Collaboration**

#### **Quality Indicator 2: Collaborating to meet student needs**

_____ New Teacher			_____ Developing Teacher		_____ Proficient Teacher		_____ Distinguished Teacher
9N2) The new teacher...  Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school			9D2) The developing teacher also...  Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success		9P2) The proficient teacher also...  Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school		9S2) The distinguished teacher also...  Actively leads in the implementation and evaluation of strategies that address needs and services in the school
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning							
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust					Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conversations of other teachers have been extinguished		
MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships							
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities					Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information Demonstrates awareness and sensitivity to social, cultural and language background		
MD4.58 The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors							
Teacher Keeps track of specific situations during which he/she mentored other teachers Contributes and shares expertise and new ideas with colleagues to enhance learning					Teacher Serves as a role model regarding specific classroom strategies and behaviors Describes situations in which he/she has mentored colleagues		

## Teacher Growth Guide 9.3 – Marzano Strategies

### Standard 9: Professional Collaboration

#### Quality Indicator 3: Cooperative partnerships in support of student learning

\_\_\_\_\_ **New Teacher**

\_\_\_\_\_ **Developing Teacher**

\_\_\_\_\_ **Proficient Teacher**

\_\_\_\_\_ **Distinguished Teacher**

9N3) The new teacher...			9D3) The developing teacher also...		9P3) The proficient teacher also...		9S3) The distinguished teacher also...	
Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being			Demonstrates regular engagement with students, families and the community to cultivate partnerships and explores ways to assess the impact of the partnerships		Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed		Serves in a leadership role in developing partnerships with students, families and the community and advocates for changes that support student learning and well-being	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Beginning Strategy is done incorrectly or with parts missing		Developing Strategy is done correctly		Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning								
Teacher Works cooperatively with appropriate school personnel to address issues impact learning Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust					Teacher Accesses available expertise and resources to support student learning needs Describes positive interactions with colleagues to promote and support student learning Describes situations where negative conservations of other teachers have been extinguished			
MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships								
Teacher Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Ensures consistent and timely communication with parents regarding expectations & progress Encourages parent involvement in classroom and school activities Demonstrates awareness and sensitivity to social, cultural and language backgrounds					Teacher Uses multiple means and modalities to communicate with families Responds to requests for support, assistance and/or clarification promptly Respects and maintains confidentiality of student/family information			



# Ethics Statements

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

# Missouri Association of Elementary School Principals (MAESP)<sup>1</sup>

## MAESP's Ethics Policy

Given its mission, MAESP hereby adopts an ethics policy to guide its board members, committee members and staff in their conduct when acting on behalf of the MAESP. The ethics policy contains broad principles reflecting the types of behavior the MAESP expects towards constituents, employees, peers and the public. The ethics policy is intended to provide a framework for ethical decision-making, as no policy can provide specific guidance for all situations. This policy is not intended as a stand-alone policy. It does not embody the totality of the MAESP ethical standards, nor does it answer every ethical question or issue that might arise. Rather, it is one element of a broader effort to create and maintain a quality organization that gives ethical conduct the highest priority. This policy will be reviewed periodically.

MAESP Officers, Executive Committee Members, District Presidents, committee members and staff will:

- Exercise care, good faith and due diligence in organizational affairs.
- Strive for excellence and innovation and demonstrate professional respect and responsiveness to constituents and others.
- Contribute to an organizational culture that respects the diverse, individual contributions of staff and leadership.
- Respect the confidentiality of sensitive information about the MAESP, its constituents, board and employees.
- Comply with applicable federal, state and local laws, regulations and fiduciary responsibilities.
- The MAESP Officers and Executive Committee Members will provide credible and effective oversight to the organization's work.
- Abide by the governing documents and policies of the MAESP.
- Be accountable for adhering to this Ethics Policy.
- Act at all times in accordance with the highest ethical standards and in the best interest of the MAESP, its constituents and reputation.

### Compliance, Monitoring and Reporting

The MAESP Executive Director is responsible for communicating this ethics policy to all employees and for ensuring its contents are understood and followed.

## Missouri Association of School Administrators (MASA)<sup>3</sup>

### MASA's Statement of Ethics for Educational Leaders

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student. To these ends, the educational leader subscribes to the following statements of standards. The educational leader:

1. Makes the education and well-being of students the fundamental value of all decision making;
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner;
3. Supports the principle of due process and protects the civil and human rights of all individuals;
4. Implements and complies with all local, state and national laws;
5. Advises the school board and implements the board's policies and all administrative rules and regulations;
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children;
7. Never uses his/her position for personal gain through political, social, religious, economic or other influences;
8. Accepts academic degrees or professional certification only from accredited institutions;
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development;
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties;
11. Accepts responsibility and accountability for one's own actions and behaviors;
12. Commits to serving others above self; and
13. Adheres to commonly accepted business practices aligned with audit standards that are in compliance with all applicable statutes, rules and regulations.

*This document is a modified version of the AASA Statement of Ethics.  
Modifications were made by the MASA Ethics Committee and approved at the MASA Business Meeting on October 23, 2009.*

# Missouri Association of Secondary School Principals (MASSP)<sup>4</sup>

## MASSP's Code of Ethics for Administrators

A school administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The school administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the school administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the school administrator to maintain standards of exemplary professional conduct. It must be recognized that the school administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the school administrator subscribes to the following statements of standards.

The school administrator:

1. Makes the education and well being of students the fundamental value in all decision making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws.
5. Implements the governing board of education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract.

*Approved by the MASSP Board of Directors, June 18, 2009.*

# Missouri National Education Association (MNEA)<sup>5</sup>

## MNEA's Code of Ethics of the Education Profession

### Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and /or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

### Principle I

#### **Commitment to the Student**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
  - Exclude any student from participation in any program
  - Deny benefits to any student
  - Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## Principle II

### **Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

*Adopted by the 1975 Representative Assembly, amended 2010.*

# Missouri State Teachers Association (MSTA)<sup>6</sup>

## MSTA's Code of Professional Ethics

### Student

We believe our first obligation is to the students entrusted to our care.

We believe the purpose of education is to develop each individual for his or her fullest participation in the American democratic society, to pursue truth and to seek excellence. We will accept the responsibility of taking the initiative to eliminate all barriers that prevent full access to this unique education for all.

### Profession

We believe academic freedom is inherent in, and essential to, the teaching profession.

We believe that for students to learn, teachers must be free to teach.

We believe every educator should have a broad general education, a depth of preparation in special areas and a mastery of knowledge and skills.

We believe an educator should be endowed with a thorough understanding of professional ethics, should possess a zeal for continuous self-improvement and should be imbued with a sense of moral and professional responsibility.

### Community

We believe every educator has a right and a responsibility to be an informed and active citizen.

We believe that if school is to relate to the students, teachers must understand the community and the home environment of all students.

We believe free public education is an integral part of the community it serves, and we shall encourage the development of educational opportunities for all.

We believe the continuation of our free nation and its strength and well-being are dependent on free public education.

## Bibliography for Ethics Statement Examples

<sup>1</sup>Missouri Association of Elementary School Principals (MAESP): <http://www.maesp.com>

<sup>2</sup>The sample Conflict of Interest Policy for MAESP was prepared by Joshua Mintz, Vice President and General Counsel of the John D. and Catherine T. MacArthur Foundation, as a reference tool for organizations.

<sup>3</sup>Missouri Association of School Administrators (MASA): <http://www.masaonline.org>

<sup>4</sup>Missouri Association of Secondary School Principals (MASSP): <http://www.moassp.org>

<sup>5</sup>Missouri National Education Association (MNEA): <http://www.mnea.org/missouri/mneapublic.aspx>

<sup>6</sup>Missouri State Teachers Association (MSTA): <http://www.msta.org>

The Department of Elementary and Secondary Education extends its appreciation to the organizations listed above for providing sample statements. Please see the links above for additional information and support for each association.